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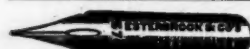
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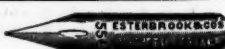
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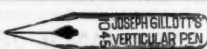
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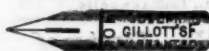


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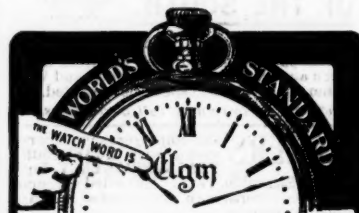
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A Weekly Journal of Education.

Vol. LXII.

For the Week Ending April 13.

No. 15

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Civics Applied.

By LIVINGSTONE MCCARTNEY, Kentucky.

We all agree in our approval of objective teaching as a means of presenting most clearly those facts that would otherwise be unintelligible to the child. Object lessons in arithmetic, geography, and natural science hold their position in the daily work of the school with a firmness that leaves no room for debate. The time was when zoology and botany were attempted as school studies with never a specimen of animal or flower before the class; but now the biology classes have been resolved into groups for the study of objects. The same great transformation has come in many lines of school work. Why then should we see such an anomaly in the manner of teaching the form of government under which we live, and of fitting the child for successful and wise exercise of his future rights and duties as a citizen? If objective teaching is so helpful in other subjects, why not here also?

In teaching civics the teacher aims not simply to give the pupil a clear knowledge of the form of our government, but to prepare him for citizenship by training him to love our institutions, to recognize the voice of the majority as law and submit to it, to require of himself and others, when dealing with the city or the state, the same exact honesty as when dealing with individuals, and to be ever alert lest the management of public business fall into the hands of those who have private ends to serve. In view of these facts does it not seem strange that we continue to try to get pupils to comprehend our national, state, and local forms of government without objectively presenting those forms instead of a mere verbal description of them? But this is not the full extent of our pedagogical sin; for we try to grow citizens of a free republic in an atmosphere of the most rigid monarchy.

The government of a school-room affords an ideal opportunity for the exercise of pure democracy, and the government of a school consisting of several such rooms affords an excellent opportunity to develop all of the essential points in our Republic. But we see the single roomful of children converted into automaton who are expected to have no will but the teacher's, and we see the entire building so abjectly under the sway of a single mind that pupils and teachers alike cannot move except when the signal is given. To those who do not look below the surface, this may appear to be good discipline; but what preparation for self-government does it give? How does it tend to lead the boy to throw his influence on the side of good order without compulsion? How does it train him to be scrupulously honest in dealing with the school authority, except as he may do so to avoid punishment?

The fact is, as we all know, that in many schools that are said to have good discipline, the secret attitude of the pupils is antagonistic to principal and teachers; the disobedience of the few is winked at by the many, and the general sentiment of the school is that anyone who can break a rule and not be detected, is a shrewd fellow. Apply this standard of conduct for a moment to the general life of any community and you will see how thoroughly vicious it is. It brings us at once into a community where the people have no voice whatever in framing their laws, and where the citizens, as a body, secretly encourage the law-breakers and applaud them when they

elude the officers. Such a condition is the direct result of an oppressive monarchy.

If school training is to result in a well-rounded citizenship, it must be in an atmosphere very different from this. It matters little how clear a pupil's comprehension of our form of government may be, if his habits of conduct are not in harmony with the spirit of that government it will profit him but little and will be a positive curse to the state. The school life itself must be such as to develop right conduct from right motives, as well as to give comprehension of a system of government.

Several plans looking toward this end have been put into execution in various parts of the country. Among the most notable of these are the plans of Principal Ray of one of the grammar schools of Chicago, and Principal French, of the Hyde Park high school, of the same city. Both of these plans appeal to the law-abiding element in the school to assert itself for its own interest against the lawless, and to become the aggressive element in the daily life of the school. The plans differ in many of their details, but their main purpose is the same. Similar efforts are in progress in New York and elsewhere. My own opinion is, that the teachers and pupils of each school must work out, for themselves, such form of democratic government as the present condition of the school in question will justify, striving always to approximate more and more closely to true self-government of the pupils as individuals and of the pupil body as such. A beginning has been made in the Hopkinsville public high school, and the form of government in use there is substantially as follows:

Form of Government for a School.

Preamble.—Recognizing character as the true end of all education, and self-control as an essential element in character, we, the pupil-citizens of room—, in the public high school of Hopkinsville, Kentucky, do hereby adopt the following form of government which we pledge ourselves to support by conforming to its provisions and by striving to secure the active support of all our associate pupils.

Citizenship.—At the close of the school month of September annually the teacher shall appoint, as citizens, those pupils who have been above criticism in respect to their deportment during the month, and the citizens so appointed may, from time to time, elect additional pupils to citizenship. Such election shall be by ballot, and a majority of all the pupil citizens of the room shall be necessary to elect. But no pupil whose conduct is rude or disorderly, or who is disobedient or disrespectful to his teacher, shall be eligible to citizenship; and any citizen guilty of such conduct shall be deprived of citizenship by his teacher, and shall not be restored until satisfactory assurance is given that the offence will not be repeated. Restoration to citizenship shall be by election only.

Citizens shall have the greatest possible liberty consistent with the work of the school. They shall be accorded as many privileges as possible, and shall not be required to ask special permission to use those privileges; but all such privileges shall be so used as not to interfere with the regular work of the school, and for the abuse of any privilege a pupil may be deprived of citizenship. At the close of each half day's session the citizens of the room shall pass out without the escort of a teacher; but the other pupils shall be formed in line by

themselves and shall be dismissed after the lines of citizen pupils.

Rules, etc.—Misconduct shall be judged by the standard of right and wrong. As few rules as possible will be made; but all pupils will be expected to observe the general rule: **DO RIGHT**. True politeness will also be taken as a safe standard of conduct. In deciding all cases of misconduct and in determining what the punishment shall be, the teacher shall be the judge, subject to the approval of the superintendent in serious cases.

Officers.—The citizen pupils of the room shall elect two tribunes,—one boy and one girl,—at the beginning of each school quarter, who shall be responsible for the order in the lines passing out at dismissal. They shall also see that the room is kept supplied with necessary articles for the work of the school,—such as paper, ink, crayon, erasers, etc.; and they shall have authority to call the janitor for the purpose of securing these or any other supplies needed in the room.

The tribunes shall be privileged characters in and around the school building, having all the freedom enjoyed by the teachers. They shall also be members of the school council, which will consist of all the tribunes of the building, and will be called together, from time to time, by the superintendent for the consideration of questions pertaining to the general conduct of the pupils.

The teacher may remove a tribune from office at any time for the neglect of duty, and he shall not be eligible for re-election during that quarter. He may also be deprived of citizenship on the same grounds as any other pupil.

The Underlying Idea.

It is not contended that this is the best form that can be devised, but simply that it represents the present advancement of one school in the evolution of self-government.

Our proposition in substance is this: It is vain to try to train boys and girls in the theory of democratic government when we are forming their life habits as subjects of an unlimited monarchy. Text-book precepts cannot avail as a force against the inbred habits of daily life continued for a term of years. School government, as it exists in most schools, is a relic of the past clung to by the blind conservatism of teachers. Its central idea is wrong. It does not need mere modification; it needs to be re-adjusted around new centers,—centers that are in harmony with the day in which we live and the government for which the child must be educated.

The plan here suggested, however, will not lighten the work of the teacher. It is not intended as a device for doing that. It will change the character of the disciplinary questions, arising from day to day, but the teacher will find full opportunity for the exercise of all her ability, if she uses the discipline of the school as a means of instruction and education. It requires great skill and wisdom to train a body of persons, either young or old, to rise from the condition of subjects into that of self-ruling free citizens. But the true teacher will not be appalled by this great obstacle; he will the rather be impelled to put forth his highest efforts. A free republic cannot live without intelligent and loyal citizens who will conserve its interest in every emergency, and it is the high privilege of the humblest teacher to assist in the training of these citizens.



The expenditure for public educational purposes in the United States last year is reported to amount to 207 millions.

A course of instruction in the elements of agriculture has been formally recommended for the State of Illinois by State Supt. Bayliss. This is patterned after the instruction given in the University of Illinois. It is a fact that the movement toward from the farms has just struck the middle West with full force and is creating no little alarm.

Art in Public School Education. II.

By FREDERICK W. COBURN.

Theodore Roosevelt, however the apostles of sweetness and light may be inclined to term him "the greatest disappointment of our times," typifies the new Americanism. Such men as he live to do and do to live. Their achievements are the admiration of the nation. Periodicals are published with no other purpose than to chronicle their doings and teach to aspiring youth the secrets of their success.

Now it may be set down as a duty of education to maintain a sympathetic and at the same time monitory attitude toward this tendency to be up and doing. Study that makes for power is superseding the study that makes for mere knowledge—rightly enough if it be admitted as a function of education to re-inforce the tendencies of the time. The conserving influence of school and college ought not, however, to be lost sight of. The strenuous life is a necessity of the age, but the schools need not turn out men who will act twice before they think once. The great educational value of good art expression consists in the fact that it presupposes a clear thought followed by prompt, decisive action. It is an impressive sight to see a great master paint a head. Stroke after stroke, each tone falls into place with rapidity because the result has been all the time fore-known. No young amateur can hope to work with such certainty and spirit, but that is the technical ideal toward which all art instruction, even the most elementary, must be directed. Clearness of perception, even in setting a square within a square, or in drawing a top view of a cylinder, is a prime requisite to progress. The artist must force himself to foresee in order that he may create, and this habit of foreseeing, of realizing where you are coming out, is one that can be cultivated, thru art, only by training in the means of art expression. Good taste, which has already been premised as a national need, is a matter of knowing what to do, of calculating effects before undertaking to produce them. It is for most people an affair of education. Silent influences from the outside world are less potent in its creation than many people suppose.

Passive appreciation, of the sort that grows out of constant reading of good books, constant seeing of good art, is not always a valuable commodity. Every teacher is familiar with the fact that the readers in a class are wont to be inert and inapt as students. Such pupils as a rule turn out to be very mediocre men and women. The phenomenon has also been noted that the pupils who read a great deal are liable to be the very ones who cannot be taught to write; that it is easier to develop in the bright, normal boy who reads very little than he does not have to read, the power of expressing himself in simple, vigorous English than in the boy who suffers from the bad effects of too much good literature. Similarly, appreciation of good paintings and sculptures may have an enervating rather than a stimulating effect upon the good taste of young people. If the girl who really and sincerely admires Fra Angelico is not by that liking braced up to the point of being able the better to choose between a gown that is artistically fit, and one that is merely fashionable, then her art appreciation is a failure. The truth is, it is only active appreciation, the feeling that certain things are fine because they contain principles of action that can once again be put to a noble use, that is of educational value in the cultivation of good taste. Looking at beautiful pictures may or may not assist.

If a concrete example is desired of the effect of living in constant communion with the greatest masterpieces of art, and with apparent appreciation of their greatness, look at the artists of modern Italy. They gaze upon the matchless works of the Florentine and Venetian masters, and go home to the production of art which is the opposite of everything they claim to admire. They do not, as do the great men among the French and Americans,

listen to that inward voice which urges the artist never, in the course of his hard study and pre-occupation with subject, to depart very far from the large truths of design which precept and experience have made him acquainted with. You cannot take from a masterpiece anything different in kind from what you bring to it. The modern Italian artist brings to Raphael and Giorgione a disposition to paint petty prettiness and he takes from them a few hints which help him in his original plan; but Millet went to the study of Greek sculpture with the epic subject of the French peasant's life in mind, and he came away with "The Sower."

The Present Problem.

It is evident that study of masterpieces supplemented by a little sketching from nature is not enough. Neither of these studies, in itself, contributes largely enough to the desired result—the habits of ready judgment between the fine thing and the gross thing, the right way and the wrong way. Appreciation of the masterpieces is something for which preparation must be made. It is very well to talk of the elevating effect of beautiful and artistic surroundings upon children, but it has always to be remembered that exertion is worth more than absorption. Even if it has to be admitted that children cannot be taught to draw, they can learn to arrange and to adapt. There are three great branches of art, the constructive, the decorative and the illustrative, to each of which apply certain very simple principles of fitness and beauty. Nor is it necessary for one to be a passed master in the art of drawing the human figure or the forms of trees to possess a bit of practical knowledge of methods and schemes of arrangement. A book cover, for instance, may be decorated by a child with a landscape that is full of impossible trees and rocks, and still be adorned. It is the thought and feeling that appear in the work which are valuable, not the display of knowledge.

Much of the best teaching that is being done in the schools of to-day has frankly abandoned the realistic attempt and is concerned only with matters of construction and spacing. Natural objects are set before the children, not for them to imitate but to take from them whatever they need in the execution of a thought. A branch of autumn leaves is no longer given to each child with instruction to paint just what he sees, with water-color, the most difficult of mediums for realistic rendering. To work thus after the fashion of the people who would make drawing merely an assistance to scientific study would mean the accomplishment of things that are impossible to the child. The anatomy of the leaf, not as it actually is, but as it appears, in action, must be thoroughly apprehended and expressed, a task that taxes the powers of the most accomplished draughtsman. Then, too, if the record is worth anything at all as a realistic study, amateur artists must have acquired the trick of "seeing color." But this gift of noting down the various proportions of the primary colors that make up the composite whole we designate as color is a special one and not easily acquired. Your artist will observe a whole rainbow in a sheet of white paper, but your child, as the young woman fresh from the wonders of the painting class at the art school discovers when she begins to teach, will not see much more than the prevailing tone of the local color; nor is it especially desirable that he should, as a child. No primitive artist ever "saw color." There certainly should be analysis of color in the study of natural science, but the first engagement of the art course is with pattern. The autumn leaves should be sketched by the child as well as may be, but with the thought of using the sketch with a definite purpose, for the filling of a definite space. They must be brought into right relationship with each other, arranged in masses, their most beautiful characteristics singled out for the exemplification of an artistic idea. Whether the leaf is employed in a naturalistic way or is conventionalized, matters not. The problem is always one of pattern, in line, dark and light, and color. The impulse to imitate can be safely indulged only when it follows

upon an impulse to create. In other words the best artistic thought puts the emphasis upon composition. There is nothing else in art study so teachable and so practical, or so intimately connected with the affairs of everyday life.

The simplicity of the principles of composition is shown by the marvellous excellence of examples of primitive art, so often far and away superior in the eyes of every true artist to the best productions of a more self-conscious and sophisticated age. The early Italians, the Japanese, the Zunis—these are people who have understood the art of simple and beautiful arrangement. A certain child-likeness gives a permanent charm to the work of their rudest artisans. There are Japanese prints of the eighteenth century that rank as high above Burne-Jones or Bouguereau as Homer stands above Anthony Hope or Richard Harding Davis; and there certainly is a difference.

The predilection of the early races for good composition is in itself an argument for composition as a proper subject in public school art education. Its every-day importance hardly needs comment. The ability to arrange is a most valued asset in the workaday equipment of any man whatever his business; and such ability in a woman means the absence of worthless furbelows in the home furnishings and the presence of order and restfulness.

It is no wonder, therefore, that art teachers are turning to composition as to the key of the whole situation. A brief consideration of the nature of the art problem ought to show that they are on the right track.

[To be continued.]

School-Produced Habits.

By AMY C. SCAMMELL.

If you would know the "reason why" of many a mannerism of grown people, make frequent school calls.

A boy walked to the map of Asia, looked straight at it, and told it word for word, just what Mr. Frye had once said about Asia. The boy's face was as unimpassioned as the face of Asia, which plainly did not care. A girl went to the board, and with eye and pointer, solemnly told it why she had written such figures upon it; but the board made no protest; it did not care. A class read to the book a thrilling story, but neither class nor book thrilled.

Sometimes, when the teacher questioned the children, they answered the book with uplifted eyes. But in years ahead the averted eye, the far-away absorbed look that sees not, or, seeing, fails to recognize, the dead-calm talk without a ripple, these and their many branches may be traced to school formalism.

Company Manners.

The other day I visited a school that called up the memory of a good neighbor's "company pies." The crust, crinkled with a key, hid a deliciousness unknown to every-day pies. In that school (a pupil told me so) each visitor was a signal for another trip to prettily crayoned Europe on the blackboard; or for a new edition of percentage examples which had been reproduced as many times as the month's record showed visitors.

I sat thru the two hours' rehearsal, miscellany and all, and then, as I would not go, I listened to a few improvisations whose crudities and mistakes variegated with child wisdom I enjoyed heartily, not headily, as I had the nearly perfect reproductions. Do the teachers who give to exhibition work the rightful place of routine work know whom they are evolving? Presumably the unready person whom the uninvited guest or the unexpected demand finds powerless or tactless; the self-conscious person, whose "effort" must be praised; the bore, whose one good story accompanies him everywhere.

What the Teacher Can Do.

It is claimed that in many cases adult hesitations of speech, as stammering, were largely school-produced or school-fostered; that they are due more to nervousness

than to cleft-palate or tongue-tie. This trial of children the teacher may lessen or may perhaps entirely overcome by her right attitude. It is a simple rule never to hurry a stammerer. Tell him that time is his, and always at his command. Take him thru every school exercise slowly and carefully.

A boy whose difficulty in reading seemed to be in starting off when called upon to read, asked his teacher to read the paragraph first. She did so very slowly and clearly. A possession of the content was the boy's motor, and having this he read deliberately and smoothly.

A nervous little girl was trying hard "all over" to tell her teacher, "The robins have come back. I heard them sing this morning." "Now, Mary, won't you stand very still and sing me what you saw? I like to hear you sing." The warble was made without a break, the nervousness gone. This teacher utilized the fact that one never stammers when singing. "Will you tell me the story on your fingers? Slowly, so." "The—robins—have—come—back." This was repeated till ordinary speed was made.

Some schools "put on a difference" when the speech-tied child talks. This unnaturalness, be it shown by foot-taps, resigned look, children's waving hands, or what not, weakens the child's power over his vocal organs.

Little Habits.

In some school-rooms we see children write and draw with mouth accompaniment, read and sing with hand and foot movement; these sympathetic motions, if unchecked, follow on into adult life, lessening its usefulness.

Does the gruesome habit of talking to one's self date its beginning in study with the lips, once common, and yet permitted in the behind-times schools?

At the door of the teacher who is not mother-eyed may be laid the charge of a host of weaknesses which slowly sap the life. Of these one clamors to be heard above the others. Known only to sensitive children are the reasons they have for not asking to leave the room as they need. The inability of the youngest to adjust their dress properly without help is a common excuse. An inquiry concerning the illness of a frail boy was answered by a note from the mother:

"Dear Teacher:—George is so sensitive that he does not like to ask leave of absence from the room in presence of the girls; besides, the outbuilding is so near the road that he avoids it, even at recesses. I wish there were separate buildings for the boys and girls, but I suppose that present conditions cannot be remedied." Can they not be? A question this, that enters into the rural school problem. Until settled the ways-and-means teacher will devise some wise plan for decreasing the difficulty.

"Too fine" or "too coarse" is the verdict which society is ever giving its fellows. Perhaps why? Away back in school-babyhood the graceful curl-tossing, the plaintive after-note that rounded a pretty saying, was called "dainty," "sweet." Tho not said in words, the baby heard it and kept on until an unconscious grace was merged into affectation. The little boy knew that the laugh which went round whenever he aired his "dare," voted him "cute," but one day the world of wiser people voted him an obnoxious person, so brusque and unfeeling was he.

I wonder if the critical analysis of personal motives, the merciless character dissection practiced by gossips, society thru, is not in part traceable to the flower and insect dissection done in our schools. It is a call for thanks that a growing, humane sentiment asks that every thing living be studied in its entirety. It foretells the day of a larger charity when men and women shall be judged, not by their lives' blemishes or beauties taken one by one, but by their harmonious wholeness, as seen in the light of the love that "thinketh no evil." "A strained analogy!" Well, we teachers have doubtless more born anatomists than poets in our rooms. We

would better beware lest we teach them too well how to use the scalpel, by the taking to pieces of sentence, daisy, or bee.

Reed Weaving.

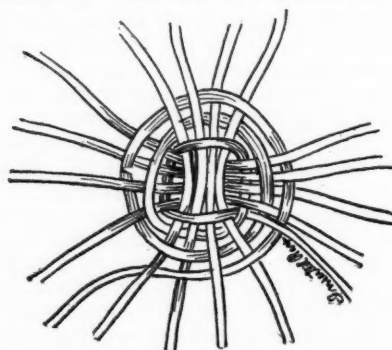
By ELIZABETH SANBORN KNAPP, Principal School No. 12, Yonkers, N. Y.

Model III. Tray.

Materials,—round reed No 2; eight pieces twelve inches, and one piece seven inches long for foundation rays; two long strands for weavers.

When weaving with one strand it is necessary to have an uneven number of rays for the foundation. After starting the center, as in Lesson I (see THE SCHOOL JOURNAL Sept. 1, 1900) the seven inch piece is inserted along side the extended end of the weaving strand, and the weaving proceeds under four, over four, three times around. Then make the division by twos. (See Model II.) Just after passing the inserted strand and keeping the work flat, weave four times around. Now, while holding the work in both hands, press the thumbs outward and into the center of the mat, keeping the end of the weaving strand toward the right, and the ends of the rays away from the body; gradually bend them inward toward center of the bottom,—thus obtaining the desired shape. It is well to keep the first attempts at "shaping" quite shallow.

From this point divide the rays into ones (see Fig. 2),



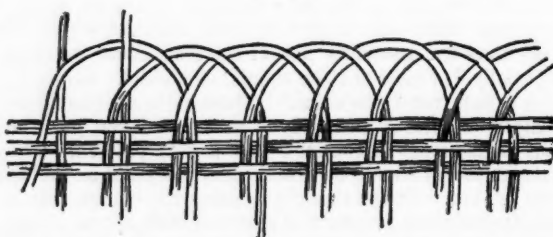
Division of Rays into ones. Fig. 2.

and here cut away the end of weaving strand left extended at point of insertion of the seven-inch piece; this is necessary if an uneven number of rays is required.

When the end of the first weaver is reached the second one may be spliced on by laying the end of the new weaving strand alongside the end of the first.

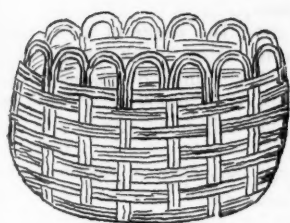
Do not place the ends of weavers down by the side of the foundation rays, until the work is complete, when the final end may be passed down, in order to close the work. Finish with border II.

Border II.



After trimming the ends of the rays to even lengths —(about three inches) pass the end of each standing strand behind the first one to the left, in front of the second one, and down by the side of this one. It may be slipped down beside the second one before passing in front of it, if preferred.

Model IV. Small Basket.



Materials, round reed, Nos. 2 and 3. Three long strands No. 2 reed for weavers. Eight pieces fourteen, and one piece eight inches long. No. 3 reed for foundation.

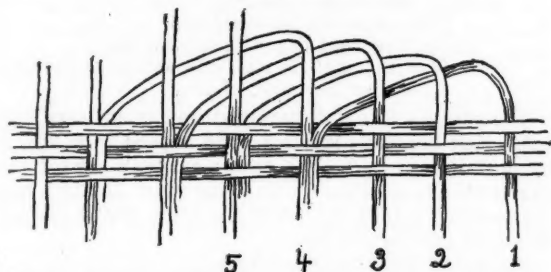
After starting as in Lesson one—and making division of twos, as in

Model II, weave over two and under two until the bottom is two and one half inches in diameter.

Now turn up the sides of the basket, sharply, and continue to weave to end of strand. Finish with border I. As it is desirable to have the weaving strands soft and pliable, a pail of warm water should be standing in the class-room and the weaving strands placed in this until needed.

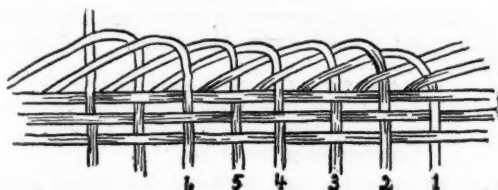
In all these simple lessons the shaping is done entirely by the hand, thus training the hand to deftness and exactness, and the eye to symmetry and proportion.

Border III.



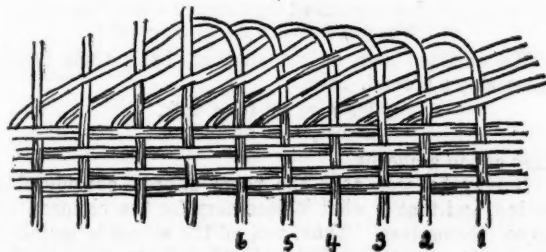
Pass ray No. 1 behind Nos. 3 and 4 and down by the side of No. 5. Pass No. 2 behind Nos. 3 and 4, and down by the side of 6—and continue until the last ray is passed down.

Border IV.



Take any standing ray as No. 1, pass it behind No. 2, in front of No. 3, and then down into the basket. Now pass No. 2 behind No. 3, in front of No. 4, and down into the basket, leaving these two loops open in order to receive the last two ends. Press the other loops down flat, and when completed trim the ends to even lengths leaving about one inch in length inside the basket. Length of spoke for border, four inches.

Border V.



Take any ray as No. 1; pass it behind No. 2 and No. 3, in front of Nos. 4 and 5, and then down inside the basket. Then pass No. 2 behind Nos. 3 and 4, in front of Nos. 5 and 6, and down inside the basket. Continue to the end, weaving the last two into the loops formed by Nos. 1 and 2. Length of spoke for border, six inches

Arbor Day.

If conditions make it possible, plan to have a tree planting on Arbor day. It is an enjoyable ceremony for pupils, and, if the result prove all it should, "our tree" will be a source of interest that will recall the school long after days of study are ended.

The first thing is to select the tree. Red or silver maple, linden, red oak, locust, elm, ash, birch, and horse-chestnut are all desirable school yard trees. Ask one of the fathers who understands forestry to help in the transplanting.

As to location, do not choose a spot too near the house nor yet one too near other trees. Above all do not plant the tree where it will interfere with any of the children's cherished sports, as, for instance, upon the diamond of the boys' base-ball ground.

Prepare the ground before the time appointed for the tree planting by making a fairly deep hole large enough to receive the roots without cramping them. Upon one side of the excavation have a mound of soil, the same as that from which the tree has been taken, to throw upon the roots. If it seem necessary on account of high winds, tie the tree to a stake or have a tree-box ready. This may be done after the afternoon's exercises are over.

A few days beforehand let the pupils write notes of invitation to the tree-planting. It is well to plan very simple exercises at the tree. April weather is liable to be raw and cold, and the children will not do justice to recitations when wrapped in heavy clothing. Rather have the lengthy program in the school-room afterward.

The guests and pupils may assemble informally around the chosen place in the warmth of the early afternoon. One of the larger girls, or the teacher, may say a few welcoming words, speaking of the object of the gathering, etc. Another of the older pupils, assisted by two of the tiniest, may place and hold the tree. He should set it in the hole with the side bearing the fullest branches, to the south, its former position. Let the little assistants spread out the roots carefully. Now with a toy shovel the teacher first, followed by each of the pupils, may throw a little soil from off the nearby mound upon the roots, the director all the while faintly shaking the trunk to cause the earth to settle. One or two of the little ones may tread the earth down firmly. When all is finished the pupils may join hands around the tree and repeat some appropriate lines. Henry Abbey's "What Do We Plant?" is impressive and easily learned.

The tree exercises may be closed with "America," sung by the school and friends. Let the pupils march into the school-house by twos to the music of a drum or harmonica. Pine boughs and pussy-willows will make effective decorations for the school-room, and let the bright window plants and jars of tree twigs that have been coaxed to blossom before their out-of-door season furnish the bit of coloring. The programs can be made a feature of the entertainment besides affording the children much pleasurable work in preparing them. Paper cut in the shape of a maple or an oak leaf will be pretty and appropriate. Decorate one side with water color in the autumn tints and write the order of exercises upon the other.

Teachers who go abroad will do well to get passports. D. J. Hill, secretary of state, says:

"The Department advises all citizens of the United States traveling abroad to provide themselves with passports, and that there is a tendency toward a strict enforcement of this passport regulation by the European governments."

The results of observation on the west coast of Africa are that "Malaria is contagious, the contagion being conveyed by the mosquito." The adults do not have it having become immune; the children, however, have the parasite in their blood and it is carried to others by the wicked Anopheles.

"Miller of Dee" with the Babies.

In reading over some old time favorites it occurred to me that the exploits of the famous old miller of Dee furnished great possibilities as a play for my wee people. A few days later, when I made the experiment, I found I had not been mistaken.

I got the children into the spirit of the poem by telling them first a little story, something after this fashion: "A long time ago there lived across the water in Scotland a miller. You all know what a miller is. This morning we sang about the miller. Well, this miller lived near a beautiful river named the Dee, so he was called the miller of Dee. One fine evening this man thought he would take a ride on his "fat, red horse." His three children begged to go, too, and as they had been good all day he said they might, and off they started."

Now we are ready for the words of the first verse which actually learn themselves, they have such a swing to them:

The moon was afloat,
Like a golden boat,
On the sea-blue depths of the sky,
When the miller of Dee,
With his children three,
On his fat, red horse rode by.

Then we assigned the parts of our drama: Freddy's knowledge of a miller, a man who "grinds us the corn to make our bread," had been so prompt in its forthcoming he was given the principal role. The broom was cast for his "fat, red horse."

In view of male characters predominating thruout the poem, I requested Freddy to choose his three children among the girls. He selected three of different sizes. We agreed that probably the smallest one rode in front and the others behind their father, and they arranged themselves on the hobby-horse accordingly. We talked over what a tollman was and stationed the best little character actor I could pick out at the head of the first aisle. You remember he asks the miller, as he passes with "cough and sneeze:"

"Whither away, O miller of Dee?
Whither away so late?"

The reticent young miller carries out the action words as the school says:

"But the miller answered him never a word,
Never a word spake he;
He paid his toll, and he spurred his horse,
And rode on with his children three."

Then the old toll-man charges him with

"He's afraid to tell . . .
He's ashamed to tell . . .
But (with a knowing shake of the head) I'll
follow you up and find out where
You are going, O miller of Dee."

The school chimes in again with,

"The moon was afloat,
Like a golden boat,
Nearing the shore of the sky,
When with cough and wheeze,
And hands on his knees,
The old tollman passed by."

Just here the abandon with which the tollman threw himself into his part of the decrepit old man was highly entertaining to his audience.

Next the milkmaid comes into the play. With pail (the clay jar) on her head she stops the old tollman with,

"Whither away, O tollman old?
Whither away so fast?"

The school announces:

"The tollman answered her never a word,
Never a word spake he,
Scant breath had he, at the best, to chase
After the miller of Dee."

But the pert young maid cries out:

"He won't tell where!

But I'll find out!"

And she follows the tollman.

The parson now comes upon the scene in a cap and gown, the cap made hastily from black paper, the gown, my black silk apron. According to the poem he is standing under an oak tree (the bunch of evergreen that is in one corner), when the milkmaid passes and intercepts her with,

"And whither away, with your pail of milk,
My pretty milkmaid?"

The school explains:

"But she hurried on with her brimming pail,
And never a word spake she."

The parson is undaunted:

"She won't tell where!
It's my duty to know!"

he says as he follows the maid.

The rest of the procession is easily made up according to:

"After the parson, came his wife,
The sexton he came next;
After the sexton the constable came,
Troubled and sore perplex.
After the constable two ragged boys,
To see what the fun would be;
And a little black dog, with only one eye,
Was the last of the nine, who, with groan and sigh,
Followed the miller of Dee."

The parson's wife is demurely attired in my cape and hat. Half the play's fun to a child, especially a girl, is being "dressed up." The sexton carries a key (of the church) the constable a "billy" (the short pointer), and the second "ragged boy" draws a black woolly dog on wheels (a school-room toy).

The school takes up the refrain:

"Night had anchored the moon,
Not a minute too soon,
Under the lee of the sky;
For the wind it blew,
And the rain fell, too,
And the river of Dee ran high."

The wet, shivering procession follows the roguish miller in and out, up and down, the aisles. The children tell how

"He forded the river, he climbed the hill,
He and his children three;
But wherever he went they followed him still,
That wicked miller of Dee."

Just as the clock strikes twelve the miller reaches home. The school-room bell is struck twelve times from the rear of the room. "Home" is the teacher's desk. The company straggle up behind the miller and then "outsake the parson" in a stern voice:

"What do you mean by your conduct to-night,
You wretched miller of Dee?"

The miller dismounts, helps his children off, and answers pleasantly:

"I went for a ride, a nice cool ride,
I and my children three;

But you (an inclusive gesture), my friends, I would like to know
Why you followed me all the way?"

The children look at one another, hang their heads sheepishly a second, then,

"We were out for a walk,
A nice, cool walk!"

they say in a chorus.

It may be seen that the poem affords considerable action, and that is what is necessary for the children to enjoy themselves. Then, too, all the school is included in carrying out the action. I did not expect that the delicious humor of the poem would be appreciated by such babies, but perhaps it was, in a degree, for, as our young miller was taking his seat at the game's close, he said to me, with a twinkle in his eye, "I fooled 'em all good, didn't I?"

The words of "The Miller of Dee" will be found in next week's SCHOOL JOURNAL.

Opening Exercises.

By EMMA DEUEL RICE.

Every school program should devote at least five minutes to some form of opening exercise at both morning and afternoon sessions.

This should be something pleasant, something that will strike the keynote for the day's work, for often the whole success of the day depends on the first few minutes.

There is such a wealth of appropriate songs, exquisite memory gems, or pleasing little sketches to be read to the children once in a while, that a teacher will have no trouble whatever in giving her school a variety the year around.

Yet there are rooms in which the thoughts chosen are so inappropriate or the manner of rendering so unpleasant that the value of the exercise is completely lost to the child. Not long ago I entered a primary room. The children were repeating the Lord's Prayer, not softly and reverently, but in loud monotonous tones. Finishing and scarcely pausing for breath came in exactly the same high key the names of the presidents, from the Father of his Country to the present incumbent, without a falter on the part of the school. Nor was this all. In the same loud tones came a long poem, the words of which seemed meaningless to the children—a poem more suited to pupils of the eighth grade.

After the pupils had finished the teacher turned to me saying—"Don't you think my pupils have good memories?" "Remarkable," I answered, and I wondered if there would not come a reaction when the poor, tired, little memories tried to think of their sums. I afterward learned that this form of exercise was only varied by a new but still longer poem after the first was learned, that for two hundred days those poor children repeated the names of the presidents.

Another bright morning I entered a second primary room. The hands of the clock were within one minute of nine. The children sat quietly with folded hands and expectant faces ready for the tap of the gong.

Promptly at this signal and a quiet word from the teacher the fresh young voices sang sweetly, "Good-morning, merry sunshine." Then came the poem the first lines of which are:

"Now, what shall I send to the earth to-day?"
Said the great round golden sun.
"O let us go down there to work and play,"
Said the sunbeams every one.

Then followed the morning talk on the work of the sun, I could not help but notice the cheerful, willing spirit the children showed as they began their day's work and I left with a feeling that all was sunshine in that room for that day, at least.

Another time I found myself in a third primary at five minutes before nine. The children came trooping in, many bearing bunches of bright leaves which they placed upon the teacher's desk.

It was not disorderly, only a slight confusion was caused. But promptly at a signal the room became quiet. The children looked expectantly at their teacher. She took up a branch of bright maples, paused, then repeated softly,

"Bright, yellow, red, and orange,
The leaves come down in hosts," etc.

The children repeated this after her. Then can't we sing "Come, little leaves," said Harry. So they sang it brightly and this suggested "The Leaves' Farewell Party." Thus five minutes were pleasantly spent and the children's minds were prepared for their morning talk following, which proved to be a nature lesson on the work of leaves. With such a bright beginning I am sure the day ended pleasantly.

Toward Christmas I visited another third grade room. The children sang softly, "Shepherds were Watching their Flocks." Then followed that lovely poem, by Margaret Deland, "While Shepherds Watched." The

children were now ready to receive the picture lesson given them on the birth of the Saviour; after this the day's work was taken up very quietly and thoughtfully.

Once more I paused on the threshold of a first grade containing about sixty six-year-old children. At a glance and slight sign from their teacher the heads were bowed and the Lord's Prayer softly and reverently repeated. Then followed the hymn "Father, We Thank Thee." After this the children marked their calendar for the day. This took the little ones about six minutes.

At the next visit I made the contrast was painful. The first ten minutes was passed in a first-grade room, by the teacher passing a basin of water into which fifty children dipped as many soiled sponges and noisily taking their slates out expended more or less energy in polishing them. One could readily judge the style of work done in that room.

Now if teachers will persist in using the hard, noisy slate with its attendant sponge, filled as it surely is with germs, is there not a better time to prepare them for the day's work leaving the morning exercises to be devoted to something more interesting and elevating? In another room the first five minutes of the afternoon was wasted in getting in order. In yet another at the tap of the bell, which was instantly obeyed, the lessons were immediately begun and I knew as I looked at forty eager faces that the children realized there was something lacking.

There are many such rooms as this, the teacher maintaining that there is so much to do there is no time for opening exercises. Every room should take time to give to these children thoughts which are beautiful, inspiring, and ennobling. Let them be suited to the children's age and ability to understand. If but three minutes a day can be spared much can be accomplished in a year's time.

The very character of the room would be elevated. Children would enter it in a different spirit, anticipating the lovely songs and poems they so love to repeat.

There are many little children who will never hear them excepting in the school-room, and the impression here made will be deep and lasting. Time surely cannot be wasted in giving such thoughts as these to little children who after school hours live in the slums or out in the streets, and, perhaps, never hear anything but harsh words:

"Little children, you must seek
Rather to be good than wise
For the thoughts you do not speak,
Shine out in your cheeks and eyes.
Goodness shows in blushes bright,
Or in eyelids drooping down,
Like a violet from the light,
Badness in a sneer or frown."

"If you've tried, and have not won
Never stop for crying;
All that's great and good is done
Just by patient trying."

"True worth is in being, not seeming;
In doing each day that goes by
Some little good, not in the dreaming
Of great things to do by-and-by;
For whatever men say in blindness,
And spite of the fancies of youth
There's nothing so kingly as kindness,
And nothing so royal as truth."

"The world is happy
The world is wide,
Kind hearts are beating
On every side."

"Is this a time to be cloudy and sad,
When our Mother Nature laughs around,
When even the deep blue heavens are glad,
And goodness breathes from the blossoming ground?"

The season of the year is approaching when the children's eyes are opened to all that is beautiful in nature. When the observation of birds and flowers and trees forms a great part of their nature study.

As little people feel very much at home with these things, their minds are now prepared to receive the many beautiful poems relating to them.

The School Journal, NEW YORK AND CHICAGO.

WEEK ENDING APRIL 13, 1901.

The Tone of the School.

The coming together of a number of persons daily, under set circumstances constitutes an environment. There is going to be an environment, it cannot be evaded; the only question is what kind of an environment will it be? It is the environment of the pupil that, in a large measure, determines his character and future usefulness. According to the Darwinian philosophy animals and plants have been affected by the environments of climate soil, light, and other causes and have been greatly changed. But a moral element must enter the school and add to and employ the physical environment and produce moral effects. The plant and the animal were unintentionally affected in past ages. Man has the power of employing the environment to attain to a higher and better existence. The environment will be differently employed in different schools dependent on the motive of the teacher.

If the motive is righteousness or moral character, what is termed *tone* is apparent. By this is meant the pervading spirit. There is high purpose; there is cheerfulness, industry, freedom, enthusiasm, a scorn of meanness, an effort to further attainment, a love of knowledge, and an interest in the great accomplishments of the race. The production of this tone and the maintaining of it marks the skilful teacher. And that without a tone is really not a school in the best meaning of the word.

It must be borne in mind that tone is not a product that the teacher simply has to order to exist and it exists. At times, it seems to the most competent and conscientious that a proper tone cannot be produced; but he never ceases to labor for it, for he knows that a school lacking tone lacks its most essential element.

We have mentioned some of the characteristics of a school where tone exists. Cheerfulness; this is another name for quiet happiness. Tone produces happiness and happiness, tone. Helpfulness; this is the employment of the feeling of good will. Industry; the normal being desires to be active. Freedom; a human being in moving toward high objects must be free; there can be no tone where there is compulsion. Despising meanness; the aim is righteousness when we look at the entire movement of the human race; what may be termed the natural school has a scorn of mean acts. A love of knowledge; while there is drudgery that causes dislike the desire to know and to increase in knowledge is a mark of civilization or advancement.

The superintendent who visits a school cannot long be in it without feeling there is or is not a tone in that school. The pupils in a reading class will do something besides read. As they come to their places he catches their eyes: does the effort they are about to make cause them happiness? And similar questions could be asked concerning other features possessed by the ideal school. These the official is asking himself. He may find that the class reads well, but that tone is wanting. He will know then that no great results can be realized there; he may not be willing to condemn; neither is he able to praise.

Among the special features of THE SCHOOL JOURNAL for next week will be the first installment of an important paper by Prof. John Dewey, of the University of Chicago, on the course of study; also a summary of the paper by Dean Briggs, of Harvard, on some aspects of grammar school training. Interest is growing and spreading in Supt. Kennedy's unique plan of administering to the individual child in the graded school. The first description of it appeared in THE SCHOOL JOURNAL.

Since then accounts of it have been presented at various educational gatherings. Supt. Barney Whitney, of Ogdensburg, N. Y., has recently made an exhaustive study of the workings of the plan at Batavia, and has prepared an article setting forth his views, which will appear in these columns next week. Teachers who are preparing for a visit to the Pan-American exposition will be interested in an illustrated article on the subject, prepared by THE SCHOOL JOURNAL's special correspondent at Buffalo.

The County Official.

In most of the states there is a county superintendent of schools. Usually the post is a political one. A case is remembered where a certain man became the county official to the surprise of the writer; he expressed this surprise by saying, "What does this mean?" The reply was, "It means I have a mortgage on my place that must be got off."

A late letter from Kansas portrays the evils arising from the fact that men having no fitness whatever are able, by wire pulling, to hold the office of county superintendent. The letter frankly states that the teachers feel these evils but do not see their way out. The county official issues the certificates; if he chooses he can withhold one from a man who doubts his capacity.

But this is a matter of the deepest importance and must be taken up and discussed. It is plain that only men having an acquaintance with education in its practical aspect and also with its great principles should be chosen. The letter alluded to proposes that the teachers of a county should select, but we doubt this method. We should think that a county board of education would be a suitable source of power; this board to be elected by the trustees of school districts. The man selected should hold a first grade certificate at least, preferably a state certificate, and have been a successful teacher of five years' recent experience.

These points may seem not possible of attainment. But if a county board had the appointment it would be taken out of politics; if an educational man only could be appointed another needed step would be taken. Friends of education, do not relax your effort. Years ago it was thought the millennium was at hand, so many people went to church; the educational millennium has not arrived yet and there are no signs of it anywhere. Fine school-houses, pensions, large salaries, program clocks, telephones from room to room and all that we may have, and no millennium.

There should be a body of men and women in each county who are profoundly interested in education whether they choose a superintendent or not. Perhaps the first thing will be to get such a body on its feet; what say you?

President Hadley.

In this man we have another of the new type of college presidents who profess to do more than turn a Greek or Latin spit around with a student on it once in four years. In his address at Stanford university he said: "The tendency of the university is to turn out fifty doctors of the second rank rather than ten of the first."

This shows acute insight, it is true. And how can it be otherwise? The tendency has been, from the primary school up to and in the college, to consider education to be the result of a mechanical process, the result of learning and reciting so many lessons in certain subjects. And then the aim; in the high school and college especially, in the grammar school to an extent, it is represented to the boys that they will make money if they are educated. When the process and the aim are considered it is not difficult to predict the character of the result.

Another remark made by President Hadley, well worth noting, was: "The greatest duty of the student is not

o get the most he can get out of the university, but to put what he can into it."

This means a great deal. The students in any kind of school should be encouraged to feel that they constitute the school; as the people are the state so the pupils are the school. It seems to us that the essential failure at West Point was the not doing this, hence the cadets fell to hazing the new students. In any college where there is hazing the students are not consulted concerning the management of the institution. It is a good thing that the college president and the professor speak in public; the public will thus know how much they know. They are not near so wise as they think they are concerning the world outside. Yale college professors have nourished some very foolish theories about the way a government should be carried on.

The Worth of Work.

Prince Kropotkin, the distinguished Russian exile, gave his farewell lecture in this country before the League for Political Education, April 6. The address, the subject of which was "What Work Might Be," dealt very largely with educational considerations. Among other things Prince Kropotkin said:

The education of a young mill hand in an English factory town,—and the same is true of American towns,—is inferior to that of a savage. The wild man teaches his son all that he himself knows—various arts and crafts that develop powers of hand and brain. The child of factory people goes to school until he is perhaps eleven or twelve years old, learning a few scraps of things that are quite unrelated to his future occupation—some patriotic stories about King Alfred, a dozen rules of arithmetic and their applications, a little drill in the eccentricities of English spelling.

As soon as the law allows, the child is sent to work. In the old days this meant that his education would go on; to-day it means that it has stopped. Go into a cotton mill and you will find one loom-fixer in charge of four looms. Under him are four boys, little monkeys with faces that are hardly human. When the fixer notices in one of the looms that a thread among the hundreds in a strand has been broken he signals to one of the little monkeys who rushes up, knots the strand, and then falls back to his position of listless waiting. There is no education in such work as that.

Passing to aspects of school education, Prince Kropotkin related an incident of his own school days in a Russian military academy. The boys had to take a regular course in fortification, dry as dust and to all appearance perfectly useless to the practical soldier. One winter they persuaded the professor to allow them instead of following the book to build an actual fort in the school court-yard. The work progressed rapidly and everybody was delighted. But one day the commandant from St. Petersburg came down to the school and saw the boys at work. "What," he said, "sons of Russian nobles digging like common navvies!"

"But, commandant, they are learning the theory of fortification as no class ever learned it before."

"Possibly," was the autocratic reply, "but they are soiling their trousers, and are engaged in degrading labor. You will please see that they are taught in the regular way."

That fear of soiling the clothes is still the fault of schools in Russia and, likely enough, elsewhere. There would be no trouble from lazy boys if the principle of learning by doing were everywhere consistently applied.

School-House Autonomy in New York City.

One feature of the new charter which deserves especial commendation is its provision for giving the New York principal greatly increased control over the course of instruction in his school. Apparently he will have certain minimum requirements as laid down in the syllabus of the board of superintendents, but the emphasis he can himself lay upon the subjects that appear to need it. In

other words the course of study in the individual school can be adapted to the conditions prevailing in its neighborhood. A very desirable element of elasticity will thus be introduced into the educational system of the city.

Death of John M. B. Sill.

Death has claimed another of Michigan's prominent educators. Closely following upon the demise of Lewis R. Fiske, ex-president of Albion college comes the death of John Mayhelf Berry Sill, ex-minister resident and consul-general to Korea, author and educational leader. Mr. Sill died at Grace hospital, Detroit, Saturday morning, April 6. Ever since his return from Korea, in the fall of 1897, he had been in poor health. A full note of his life will be given in these columns next week.

Chances of Success.

Dr. W. T. Harris says it can be shown from reliable data that the chances of success of the properly educated person in both character and attainment is as 250 to 1 over the uneducated.



Dr. Nathan C. Schaeffer has been reappointed by Gov. Stone as state superintendent of public instruction in Pennsylvania for a term of four years. This is Dr. Schaeffer's third term. His previous appointments came from Governors Pattison and Hastings. Numerous signed petitions from teachers and teachers' associations all over the state requesting Dr. Schaeffer's retention were showered upon the governor.

In spite of great opposition from certain political factions Dr. Schaeffer has done great things with the schools of the Keystone state and is pre-eminently the right man in the right place.

A London paper announces that Mr. Carnegie is purposing to endow a model theater in London and another in New York, "for the elevation of the stage." The purpose is certainly laudable, if somewhat Utopian. Most attempts to run an educational drama have come to grief. The ill-fated Theater of Arts and Letters that ran—no, not exactly ran—in New York a few seasons ago is a case in point. Still, because a thing has failed once, it by no means follows that it must fail always. A teacher of literature in one of the New York high schools recently lamented the absolute dearth of Shakespearean drama this past season. She would have esteemed it a great privilege to take her class while it was studying "Julius Cæsar" to see the play performed by a competent company. But with Mr. Daly the Shakespearean drama seems to have died. It is quite possible that if Mr. Carnegie's model theater would keep to the great classics of the drama and would steer clear of Ibsen and Masterlinck some degree of financial success might attend the enterprise.

The Pan-American Medical Congress held in Havana in February last concluded that yellow fever was not communicative by contact as from clothing, handling the patient, etc., but by the bite of a mosquito (*Culex fasciatus*) that has previously bitten a yellow fever patient during the first two days of the attack. It takes twelve days for the poison thus obtained by the mosquito to develop so as to injure a person it may bite. The thing to do is to kill the mosquito; drainage and fumigation probably help this.

The Oregon state board of education for the first time in its history has revoked the life diploma of a teacher on the ground of immoral conduct. The charges in this instance are habitual drunkenness, gambling, and the use of tobacco. It may be hoped that the case will establish a precedent, to the end that no man guilty of immoral practices will be allowed to hold a diploma entitling him to teach in the public schools of the state. The case cited is an extreme one, but by no means an isolated one. Let the good work go on.

Letters.

A Phase That is too often Overlooked.

This is not intended to announce a new principle, nor to exploit an idea that has not been presented again and again in a more forcible manner. But its purpose is to call attention to an element of education that is especially appropriate to our times. In the great upheaval in which our lot is cast, it behooves the altruist and the patriot to discern the signs of the times, and to guard against reversions in the evolution of character and government. We have passed the period of individual liberty and equal rights that followed the Revolution, and have entered upon a period of great combinations, and the repose of great power in the hands of the few. It is a period fraught with great danger to republican institutions, to personal liberty, to an equitable distribution of opportunities, and the final triumph of democratic government.

I will not allude to a late article in this journal in which government by the people and for the people was declared a myth, nor try to argue that liberty is worth more than dollars; the peculiar views there set forth are too sordid, too tyrannical and too wild to admit of a reply. The only answer for such people is the one advocated by them. If Manila and Habana are to be coerced to the will of another, regardless of right and reason, why not the class to whom the writer of the aforementioned article belongs? Surely he should not find fault if obliged to take his own medicine.

It is the sense of right, the concrete expression of the principle of righteousness to which attention is asked.

We do not regard this principle enough in education; yet there is no single element of character more profound nor earlier developed in the child; it is instinctive; it is self-preservation in the concrete. To run counter to this sentiment is to do a wrong to the child as much as to the man. To constantly ignore it is to breed criminals.

I venture the general assertion, and lay it down as a general principle that the apparent miscarriages of early training, the criminal, pauper, and useless specimens that come from apparently impeccable sources, are in the vast majority of cases due to a disregard of the sense of right in the child, by stern, unyielding, narrow-minded, illiberal, or fanatically inclined parents and teachers.

A child whose sense of right and fairness, and of respect for his individuality is constantly violated by the impervious will of another, is on the high road to a criminal life, just as surely as the child brought up to disregard his moral sense by the constant presence of vice. In both the moral sense is ignored, disregarded and combated.

All school regulations are a case in point. The regulation that causes a general strike among the pupils of a whole school, is a case very much in point.

To disregard and override the sense of justice and right in a whole school community, is a most serious mistake. The phase of concentration of power, and the threatened extinction of individual rights and liberties towards which the pendulum is now swinging, calls for the most sturdy sense of personal independence and self-reliance. The public schools beyond all other places are the centers of power to combat the march of monarchial and imperialistic ideas.

The man whose rights are disregarded and trampled upon will always return in like coin. Liberty is conserved by allowing its freest use, not by curbs and restraints. Always respect the sense of right in the childish mind no matter how widely at variance it may be from your own. Never crush it; never disregard it; never tyrannize over it. Raise the standard, enlarge the views, explain the reasons, enlighten the mind, exercise the judgment, and persuade to other views, but on just, reasonable, and

sincere grounds. Never disregard it. You could not do a worse thing for the welfare of the child nor for the welfare of the race.

W. W. VANDERBURG.

Mt. Vernon, N. Y.

The Rational Silence Plan.

It has been remarked that all great natural forces are silent. Nature carries on her colossal task silently, as tho not to weaken the final effect of her achievements by previous advertisement. In this mute activity, especially when we scan its universal scope, inheres an element of the mysterious that strongly appeals to the human mind.

Carrying our scrutiny to the social world, we find in this realm the rare phenomenon of silence may be due to either one of two different and vastly differing causes—ignorance and wisdom, and approximately in the ratio of 100 and 1. Not that ignorance is silent as a rule, rather the contrary, but that for every one hundred times it is forced to confess its presence thru silence, enforced silence, we may meet with an instance of voluntary silence induced by a process of reasoning. Thus, on one hand, we have the enforced silence of ignorance and on the other, the rational silence of wisdom.

It is only about the latter we need concern ourselves. To our mind it is rich in educational potentialities in the field of discipline, which may readily be converted into real benefits in the hands of the thoughtful teacher.

On the part of the teacher the equipment indispensable to its use is self-control and a discriminating thoughtfulness. The reasons for the employment of this method rather than any other are of vital importance to the teacher. In the first place it prevents that harmful dissipation of energy which brings in its wake the teacher's physical exhaustion at the completion of his or her daily duties, and, secondly, tends to make the relations of the teacher and the taught mutually pleasant. Its rationale involves the well-known psycho-pedagogical maxim: Tell the child nothing it can find out for itself.

It may be well to give a few simple illustrations.

In my early childhood, we children had a teacher who was the object of our respectful wonder and close study. She puzzled us sorely; we could not find the key to the mystery, tho many were the times we met in solemn council and tried to solve the enigma. We obeyed that teacher with greater promptness and did more work for her than for any other teacher we had; yet she never scolded, never threatened. As usual there was found one tongue to voice the general sentiment concerning her in the following graphic description: "She's a funny one; she says one word and expects a house and a lot for it." We all silently acquiesced in this forcibly, rather than elegantly, couched opinion.

The following incidents will serve to illustrate her tactics. We had been but a few moments in her room when she said in her pleasantly modulated tones: "Children, place your hands on your desks, please." She then proceeded to make the circuit of the room, inspecting our hands as to their cleanliness, or rather the lack of it. She said nothing, but wherever the hands carried signs of obtrusive real estate, or the nails wore mourning weeds, she would pause a little, looking fixedly at those signs, until the unfortunate owner would begin squirming and changing color, inwardly wishing to cut off the offending members. Then she would proceed with her silent inquisition, her quick eye never missing a culprit.

At recess time there was a general stampede for the soap-box, and such a scrubbing and rubbing there never was. The moral effect of her procedure was that we sooner would have thought of going to school without our breakfast as venture within range of that dreaded, mute criticism of hers with our hands in any but the most perfect state of cleanliness; and yet she had never said a word on the subject.

Shortly before dismissal one day the order came, clear and low, to stand up, raising the benches. As we did

so our silent critic passed slowly up and down the aisles of the room, seeming to take deep interest in the sundry collections of papers, pencil-shavings, etc. etc., the majority of us had accumulated around us on the floor. She maintained an absolute silence, which to us seemed to deepen with the discovery of every new pile of rubbish, until it became horribly oppressive, as the review over, she returned to her desk, sat down, and scanned us in silence for the space of one red-hot minute. What eloquent silence! How effectively it preached and reprimanded!

Individual imagination, aided by individual consciousness of guilt, interpreted it with varying but wholly sufficient intensity. She gave us just time enough to perceive our fault clearly, feel thoroly ashamed of it, and inwardly vow to do so no more. Then we were dismissed with a polite "Good-afternoon." She had managed so skilfully that we could not pretend to be angry with her. Our guilt had been so clearly, tho silently, pointed out to us. Had she scolded, the charm would have been broken.

That teacher, with the minimum of direct verbal teaching, succeeded in getting the maximum of effort on our part. She was wise enough to let silence do much of the work for her, giving it due time to take effect, and wisely choosing occasions for it. That teacher used this rational silence as an educative agent in discipline with excellent results.

No one individual can claim to have originated this method. It is necessarily a part of every good system of discipline. Many educational writers have pointed out its efficacy. Spencer's "Discipline of Consequences" includes it in its own greater comprehensiveness.

Literature itself adds a word of sanction in the sentiment of the Avon bard:

Where words are scarce
They are seldom spent in vain.

Williamstown, Vt.

B. E. TINDALL.

Disadvantages to the Individual at School.

A public school is run on schedule time. It does not side-track. It waits for no one; and stops only under special order or the health officer's red flag.

This may be, often is, a serious disadvantage to the individual pupil. He awakens suddenly to the fact that the school routine has gone on without him; in short, that he is left behind. It is a lonesome feeling. The single school, the whole system, intent on its day's business, moves steadily along scarcely noticing that a pupil has dropped out and is losing ground for every recitation missed—ground that must be regained by double effort somewhere, or be finally lost.

To illustrate: If school work is properly systematized a week's absence will make a wide gap. In no study is this seen more certainly than in arithmetic, built up, as it is, of dependent and closely related steps. Five days' work will often cover an entire new principle, as factoring, multiples, or division of fractions. If a pupil finally loses this the loss is a constant disadvantage.

In grammar the need is almost as urgent. In a week's work it is possible to make such progress in parsing, or analyzing, or other, as to leave the absentee hopelessly behind, unless he makes good the loss.

A public school is a public conveyance. It runs on an iron-clad schedule to suit the convenience of the majority. Every day counts. This disadvantage to the individual, except in case of long illness, can be very largely remedied by himself. A teacher may be pardoned for emphasizing the evils of irregular attendance. It is fatal to the pupil; and adds largely to his own worry and work.

How much, and what, ought a child to study? Nobody knows. The perfect study course has not been devised. This is debatable ground on which enthusiasts may go to either extreme. But elaborate city school systems may tend to overwork the youngster. In this, then, there may be a disadvantage. At some point there

is a limit to the child's mental and physical endurance. One may be quite in sympathy with modern educational methods and still think that a few things "chewed fine" are better than a mass of mental material half digested. Pedagogic heresy? Possibly; but heresy is the exercise of a right to think. Quantity cannot substitute for quality. Mind and stomach alike reject an overload.

Closely related to this high-pressure disadvantage is the fact that little account can be taken of individual needs. The mental coat and vest are cut for each pupil from the same pattern and the same material; which is the only plan possible to an omnibus system of education, but it does not tend to develop all the best powers of the individual. Material and pattern are excellent; but mental appetites and aptitudes still differ.

Public education is subject to fads. What is a fad? A fad is frequently an experiment. It has an element of uncertainty. Some are sure that it will; others are sure that it won't. Its advocates introduce it, and its enemies hold a war dance on its corpse. Meanwhile the pupil may be the innocent victim of an enthusiastic error—clearly a disadvantage. This assumes that the fad is real fad, and not a useful addition to the study course. But it is well to be charitable toward the fads. Chaff may have good grain in it. There is such a thing as entertaining an angel unawares. What were once condemned as "fads," we now consider essential.

A teacher's negligence, too, might prove a serious disadvantage to the pupil. Yesterday, little Peter Blank caught a cold—to-day he is in bed. An able bodied cough microbe, out of work, wandered thru a neglected window and pounced on Peter. Possibly Peter knew that the microbe was exploring the small of his back, but he disliked to disturb the busy teacher. Or, it is just possible that Peter came hot and perspiring from the playground and opened a window on the sly. Such things have happened. Or, Peter may have played steamboat, trailing his little legs thru every puddle that he passed. Boys are boys, and shoe leather leaks. But the result to Peter was the same, and a watchful teacher would have closed the draft, speared the microbe and hung Peter up to dry. It is not easy to measure the mischief of a carelessly ventilated school-room.

These, then, are some of the more important disadvantages inherent in, or incident to, a scheme of public education: a partial neglect of the individual pupil; his loss thru absence: quantity rather than quality; mental mis-fits, the fad nuisance; dependence upon the teacher's care. Serious some of them are, but curable. They need not affect, the efficiency, or vitality of our public school system.

BAYARD B. NICHOLS.

Milford, Pa.

The World Moves.

My first visit to schools in Arkansas was made three years ago, and I had some decidedly funny experiences. One day I came to an unpainted building that was surrounded with trees. I knew by the general air it bore of being uncared for that it was a school-house. There were no outhouses, visible at all events; and this did not surprise me, for I have found this to be the case in Missouri also.

The teacher was a tall man of forty or forty-five years of age; his lips and beard bore the marks of his devotion to the "weed." He was obliged to spit several times during our short colloquy. He looked at THE JOURNAL as tho it was a curiosity, and finally remarked, "Guess I don't see the use of that." Our Times he handed back quickly and shook his head. Page's "Theory and Practice" he looked at and said, "Seems kind of useful." But he wanted none of them.

We stood inside of the door and there were thirty pupils or so in the room, and they gazed at me as tho I was a strange animal. There was no chair, so I sat on a bench beside one of the boys. The teacher called in a loud voice, "Class in grammar, git ready." This was fol-

loved by much shuffling of three pupils, so I knew they were the ones. "Parse, you," was the next command. The word was "sailor," and the girl said it was a "noun, common noun, neuter—no, masculine gender, third person, plu—no, singular number, and nominative to began." Others parsed other words. This was the highest class, and I saw it was the teacher's pride. I wanted to see their writing books, and found them in a poor condition. "They hain't had much practice, but I'll larn 'em to write," said the teacher.

The fault all thru this country is the employment of untrained teachers. In some towns I find women who have been to the Missouri or Kansas normal schools, persons of real culture, and their schools show that the fault is as I have stated above.

L. M. G.

Too Proper.

Have just been re-reading an article of H. C. Krebs in THE SCHOOL JOURNAL. A very good article I consider it to be.

How often and often, amounting almost to always, we read such encouraging words from teachers to teachers to help to offset the discouraging work done by discouraging pupils.

Has no one ever had an opposite experience? Has none of you ever seen, and heard, and felt a system so terribly systemized, so perfectly perfected that you really seemed to find no need for extra steam-engine work on your part to make up many deficiencies?

"No sovereign remedy exists," says Mr. Krebs; you may be glad of it. "Let no teacher believe that he is the only one who encounters those difficulties." I should hope not. Had we not "those difficulties" to encounter and overcome where would be the use of having schools at all?

Have none of you ever entered a new school—new to you—and been very much surprised by the very correct politeness of the very proper pupils? I have. It was a country school. I don't like the other kind; they are too much like department stores and hot floricultural houses. From the oldest to the youngest, inclusive, they were very properly behaved. Lessons were all learned, evidently understood, and quite correctly recited.

If I chanced, or mischanced, to find the least flaw they would startle me with the exactitude and preciseness with which they received and imitated the corrections. Upon all occasions they displayed the utmost gravity; even when I was nearly convulsed with laughter they were as sober as a judge. It made one feel somewhat as the minister did when the people of his congregation attended church regularly, kept the Sabbath strictly, responded for offerings liberally and yet, somehow, he felt as if they were not really Christians.

My school-house was situated only a few feet from the public road—too public for comfort, sometimes.

Many comic, some pathetic, few dramatic, and scores of patriotic scenes were enacted by the passers-by. The time was the summer before the winter that Sitting Bull was killed in that last serious Dakota warfare. Many crowds of Indians were traveling to and from their camping grounds and their camp meeting grounds, right by our school-house door and windows.

An unusually large tribe was passing one day, and I felt disposed to give the pupils an extra intermission until they had passed. A few shamefacedly accepted the respite, and enjoyed themselves, as did I, staring at, and conversing with the Indians. The remainder of the pupils went quietly on with their work. I almost felt as if they were all my grandmothers.

One night I went home with little Nellie, seven years old. Had not met her parents before. Thought I was beyond the surprise point with these old young pupils, but she nearly took my breath away by the very correct and proper introductory ceremony with which she made me acquainted with her parents. I had been used to, "Mama, we've got the teacher!" or "Papa, this is our new teacher."

Teachers who are weary with endless noise, and clat-

ter, and bother will imagine that they would find such a school a paradise; but they'll find that they'll find a greater shock to their nerves than the forever-to-be-corrected pupils. And they'll find that they'll almost find themselves depraved enough to long to pinch some boy or boys to make them wriggle in the proper boy fashion.

MISS D. WEBSTER WALTER.

Wisconsin.

A Weekly Letter.

It has been my practice for several years to have the pupils of the 2d, 3d, and 4th classes write a letter to their parents each week. I put on a large sheet of manila paper these points: Date; address; my studies; time lost each day by tardiness; absence, if any, and its cause; any special events; my standing in studies; in deportment; the capitals and punctuation; the signature.

If there are mistakes in the spelling, punctuation or capitals I pay no attention to them at the time, but sign this note at the bottom (written by the pupil). This letter is sent you that you may know what—has done during the past week. Please examine and have it returned to me Monday morning with suggestions.

I afterward had a blank printed which contained the studies and the above note. Still a letter was written and some of these were very interesting. On Monday morning the letter was returned. Noting the suggestions I put it in a large envelope marked with the pupil's name.

Advantages.

1. The pupil is obliged to write, to spell, to punctuate, to capitalize, and to use proper letter forms. If I found many errors I had him re-write the letter on Tuesday.
 2. He tells his parents himself of his attendance and standing (this last he gets from my books).
 3. He does this and saves me the labor.
 4. He keeps and gives an account of himself to his parents; it helps self-government.
 5. I can look back 5, 10, or 20 weeks (in the envelope) and see if he has improved.
 6. I can get his work before the parent; he will look at his child's work when he might neglect a formal report.
 7. I am thus brought in touch with the parents; they cannot say they did not know this or that.
 8. There is thus no secret between the pupil and myself that is kept from the parent; all is above board.
- I can commend this plan to all teachers. It saves much labor.

W. L. LEARNED.

Non-Believers.

At an institute I attended in Seneca county a teacher from an academy talked quite vigorously against those who supposed they could teach by means of a book. When he had finished a young man asked what books on education were for, seeing they did not help one in learning the art of teaching. He said it was well enough to read them, but it was a great mistake to try to learn about teaching from them.

I have found a good many such men in the thirty years I have been teaching; they are usually college graduates; they seem to think the normal schools are in opposition to the colleges. But it is a curious fact that normal schools are on the increase all the time, and that almost the first question asked of a young woman is whether she has been to a normal school; if she has, she is usually employed.

Some years ago I knew a man who thought it was useless to read about education; he was the principal of a school. His motto was, "Keep on learning; get all you can; that is the essential thing in a teacher." One day a fine-looking man came with a letter from the superintendent, saying, he had taken ninety-nine per cent. in his examination. As there was a vacancy he was appointed.

This man upset all the principal's theories; he was the poorest teacher ever put in our building. The principal lay awake nights to plan how to get rid of him. Finally he went to one who had been a teacher and got him to

come back; the great scholar was transferred; then a new one was got in. This great scholar troubled his new principal as much as he did mine.

There is a good deal to be learned about teaching that may be got out of books. I have noticed that the good teachers of my acquaintance own books on education.

COMENIUS.



Fads in Modern Education.

Certainly no country has a better system of public schools than our own country enjoys, due greatly to the fact that a trial is given to every new method that gives promise of advantage. There have, however, been so many suggestions, in the way of novelty of method for some years past, that it does seem that the development of the mind of youth is being, to a degree, lost sight of in the satisfaction some authorities show in bringing out mere theories in the methods of teaching. Many years ago the extreme was in the other direction, with lessons learned by rote, so that line after line could be recited from a book without a single error; and if the child were interrupted in his recitation he could not proceed with it, but was obliged to commence all over again, thus showing that the sense of the subject in hand was subservient to the memorizing of the words. Now we find that there is more instruction given than is necessary for the development of the mind of youth in outside subjects than there is in reading, writing, arithmetic, and the like. Special teachers are appointed for these special subjects and interruptions of the regular lessons occur many times a day. Not only are the pupils taught, but the teachers themselves are instructed in these various branches no matter what their age, sex, experience or standing. Some of these teachers, men as well as women, have held their positions for a number of years, and are competent and capable; but they are obliged to listen to lectures given, in many instances, by young girls who have just been graduated.

A sewing lesson in one of the public schools was conducted in the following manner: The teacher told the children to raise the right hand; then to hold up the middle finger of the right hand; then to place the thimble on that finger. She explained that the thimble had a front and a back, the front of the thimble being the side that was towards the front of the hand, and the back of the thimble the side that was towards the back of the hand. She told them always to push the needle thru with the *back* of the thimble. When threading the needle they must hold the needle in the left hand, and taking the thread in the right hand must put the thread thru the eye of the needle (the eye being the hole at the top of the needle), but on no account must they moisten the thread or bite a piece off. In making a knot the thread must be held in the left hand, an inch and a half from the end, a twist given it with the thumb and finger, and then the thread tightly drawn down. This instruction occupied all the time allowed for the lesson.

The old time calisthenic exercises have given place to what is now known as "physical culture." Real physical culture is essential to the health and growth of every human being. In schools the practising with rubber bands, or dumb-bells, or any of the gymnastic appliances now in vogue, as in every way conducive to strengthening the muscles, adding grace and symmetry to the figure, and inducing a sense of confidence and buoyancy that a person who never takes active exercise can not appreciate. And what is there more cultivating to the body than walking, or riding—either a horse or a wheel—or rowing, or playing any of the outdoor games calling for hearty exercise in the open air where the grassy turf, and fresh breezes, and God's glorious sunlight make an ideal playground? But to hear some people talk of physical culture one would think that no real care of the body was intended at all. What devotee of physical culture do we ever hear advocating the sweeping of a room? And yet physicians tell us that this is one of the most healthful of occupations—but it is too

useful and homely a one for many a person to indulge in. Instead of such things these wise ones teach us how to sit—at just such an angle and with our feet turned out so many degrees, and how to stand, and how to walk; and always, on rising from a chair, to stand erect for a couple of seconds while taking a deep, full breath, before starting to walk. This gives poise and dignity. I wonder if a little child had fallen and hurt himself, and were in need of help, whether the same poise and dignity would have to be maintained, causing a delay in hastening to the little one's assistance; or whether this so-called physical culture would not fly to the winds, in order that as much haste as possible might be made under the circumstances.

Running for a car is a horrible thing that must not even be thought of. Perhaps in a city like Greater New York where trolley cars are almost more frequent than minutes, the loss of a car or two would make no material difference, and would never cause the breaking of an engagement. But in suburban towns where cars run at intervals of from eight to ten minutes, or, in less busy hours where twenty minutes often elapse, the loss of a car is serious question. Whether a dignified walk, with so many steps to each deep-drawn breath, or an undignified run in order to catch the car will triumph, the odds will surely be on the run.

If a child drops an article he is taught how to stoop to pick it up. First he must place his right foot back of him until he rests on the toes of that foot, slowly lower his body until he rests upon the right knee, and then he is allowed to pick up what he dropped. Holding it firmly in the right hand he must raise himself with the same care that he used to lower himself.

Then there are given what are called "expression lessons," "telling just which muscles of the face or neck are to be used in order to express scorn, or disgust, or loathing (if a person sees a snake, for instance), or horror, fear, joy, expectation, superstition, indifference, disdain and so forth. A *natural* expression is a superfluity. All these things tend to induce self-consciousness rather than grace. It really puts us in sympathy with the mother of a child who objected to physical culture being taught in the school her daughter attended, and who wrote the following note to the child's teacher which was quoted some time ago in one of our leading magazines: "Miss Brown—You must stop teach my Lizzie fisical torture she needs yet readin' an' figors mit sums more as that, if I want her to do jumpin' I kin make her jump.—Mrs. Canavowsky."

In all these modern fads one might think the babies, at least, might escape. But no—the methods include even the innocent babies. There must be no cuddling or coddling nowadays. Baby must be dressed in very loose clothing with hygienic underwear, and allowed to lie in his crib all day. He must not rest in a cradle, as rocking is bad for his nerves. He must not sit on one's lap until after he is six months old at least, as it is bad for his spinal column. He must not be allowed to cry hard, as it is bad for his mother. All conversation must be addressed to him in pure and grammatical English.

But the time will doubtless come when from these subjects, and many others which have not here been mentioned, all the false and all the extreme will be eliminated, leaving only the solid, substantial rock of practical information and education. AGNES M. FRAMBACH.



Weather Calendar.

As observation of the weather is one of the requirements of the modern school, I send a little device I have used with first grade pupils, which I have found a great saving of time and labor, and which may be helpful to others. Procure a large advertising calendar; cut out circles of yellow paper for sunny days, gray circles for cloudy, white for snowy, and black for rainy days. Ask pupils to observe the weather; they become animated at once, and all strive for the privilege of stating the weather, and pasting the circle accordingly. (Miss) E. LATHARY.

Educational Outlook.

Czar Willing to Make Reforms.

ST. PETERSBURG, RUSSIA.—Gen. Van Novsky has been appointed minister of public instruction, succeeding M. Bogolyepoff, who died from the effects of a bullet wound inflicted by a student. The czar has addressed a rescript to the new minister in which he states that recent experiences have shown the necessity of an immediate and thoro revision of the whole Russian scholastic system.

The appointment of Gen. Van Novsky is regarded as a great reform step, for the appointee is known to be in sympathy with the students. His position carries unlimited powers for two years, so that reactionary officials will not be able to interfere with reform.

Convention of Commercial Instructors.

PROVIDENCE, R. I.—The fourth annual convention of the Eastern Commercial Teachers' Association was held in this city, April 5-6, presided over by Pres. R. J. Shoemaker, of Fall River, Mass. Among the speakers of the first morning were Hon. J. E. Kendrick, president of the Providence common council and Pres. H. W. P. Faunce, of Brown university. On the afternoon of the same day George P. Lord, of Salem, discussed the question, "Is Professional Canvassing in Keeping with the Dignity of a First Class Commercial School?" J. W. Warr delivered an address on the subject, "Business Education and the Prosperity of the People." Following this came a talk on "Commercial Law," by Hon. George A. Littlefield, former principal of the Rhode Island state normal school.

The University Convocation.

ALBANY, N. Y.—The thirty-ninth university convocation is to be held in the senate chamber of the state house July 1-3. The program of the first day includes short addresses from Chancellor Upson, Vice-Chancellor Doane, Regents Lord and McKelway. The annual address will be given by Pres. W. H. P. Faunce, of Brown university.

Prof. Elmer E. Brown, of California, will open the educational discussion with "Present Tendencies in Secondary Education." Supts. Maxwell, Gilbert, and Blodgett will join in handling this subject. The drift of things in higher education will be pointed out by such men as Presidents Stryker, of Hamilton; Rush Rhees, of Rochester; Raymond, of Union, and Dr. A. E. Winship, of Boston.

The New Scheme of College Examinations.

The semi-annual meeting of the new college entrance examination board of the Association of Colleges and Preparatory Schools in the Middle States and Maryland is to be held in this city May 18. The revised list of places at which entrance examinations will be held is as follows: New York, Columbia university, in charge of Prof. Thomas Scott Fiske, of the department of mathematics; New York university, Washington Square, in charge of Prof. M. S. Brown; Brooklyn, at the Long Island Historical society; Albany, Buffalo Rochester, and Syracuse; New Jersey, Lawrenceville, Montclair and Newark; Pennsylvania, Drexel institute, Philadelphia, and Shadyside academy, Pittsburgh; Baltimore and Fort Deposit, Md.; Washington, D. C.; Boston (East Hampton and South Borough), Exeter, N. H.; Concord, N. H.; Lakeville and Pomfret, Conn.; Louisville, Ky.; St. Louis, Mo.; Cincinnati and Cleveland, O.; Chicago, Ill.; Detroit, Mich.; Minneapolis and St. Paul, Minn.; Davenport and Burlington, Ia.; Denver, Col.; Seattle, Wash., and San Francisco, Cal.

Faith Cure Lecture at Cornell.

ITHACA, N. Y.—There has been serious trouble in the university by Cascadilla's stream on account of the lecture delivered by Carol D. Norton, Christian Scientist, in the Christian Association building known as Barnes hall and belonging to the university.

The physicians of the city were unanimous in protesting against the lecture and declared that it was anomalous for a university of the standing of Cornell to give its sanction to the faith cure cult. They circulated a petition to the faculty to stop the lecture, but in the absence of President Schurman, nobody in authority cared to take action. The lecture came off as scheduled and, perhaps because of the free advertising it had had, attracted a very large audience.

Big Appropriation in New Jersey.

The only way to get things is to ask for them. In previous years the state of New Jersey has made to the schools an annual appropriation of only \$200,000. Last year State Supt. Baxter appointed a committee of three school men to canvass the matter and see if the money paid to the state by the trusts could not be turned over to the public schools. The outcome of their agitation is that the legislature has voted to give the schools \$1,625,000 for the next two years.

Agricultural School Exercises.

The commencement exercises of the Baron de Hirsch agricultural and industrial school at Woodbine, N. J., took place March 29. Mr. William B. Hackenburgh presided. The program included an address by Prof. H. L. Sabsovitch; valedictory by Alexander Davis; address to the graduating class by Dr. B. D. Bogen, and presentation of alumni prizes by Mr. J. W. Pincus.

All the graduates of the institution were provided with positions, the average salary being \$25 per month, with board and lodging. The places are those of assistants, foremen, and managers of small farms. There appears to be a great demand for farm helpers.

These graduates will not be mere laborers, but will have a chance to use their intelligence and skill, with opportunities for successful careers. The positions come from the following states of the Union: Georgia, Connecticut, Massachusetts, Alabama, New York, Pennsylvania, and New Jersey.

Heroism of a Teacher.

HARRISON, NEB.—Miss Lizzie Cottman, a district school teacher of No. 19, saved her whole school from probable drowning during the recent flood in the White river.

Miss Cottman and her children arrived at school on the morning of April 8 to find that the school-house was surrounded with water. It was dry inside, however, and the session was begun. But the river was rising with alarming rapidity and at about ten o'clock the teacher saw that the school-house was likely to be undermined. Leaving the children within, she waded, almost neck-deep, to dry land, rushed to a neighboring barn, secured a horse and a long rope, and returned to the school-house just as it was drifting away. Horse and rider plunged into the water, the rope was fastened to the door and the runaway building towed to where it could be hitched to a tree. Then Miss Cottman hailed a farmer, who came to her assistance, and the thirteen frightened children in the school-house were safely landed.

Recent Deaths.

OVERBROOK, PA.—Prof. Francis A. Jackson, of the Latin department, University of Pennsylvania, died April 4. Professor Jackson was the Nestor of the university faculty, having been on the teaching force since 1855. He was a man of very retiring disposition and, tho he was one of the first Latin scholars of the country, was the author of no text-books.

DEDHAM, MASS.—Mr. Doues F. Howard, principal of the Avery grammar school, died of pneumonia, April 6. He was a native of East Hardwick, Vt., and a graduate of Bridgewater normal school, class of 1878. He taught in Bridgewater and in Danvers, becoming principal of the Avery school in 1880. He was prominent in all the general affairs of the town and was a trustee, for many years, of the Methodist church of Dedham.

CLEVELAND, O.—By the death of Dr. E. Bushnell the Western Reserve university has lost its secretary and treasurer. At a recent meeting of the Prudential committee of the trustees, Mr. H. A. Haring was appointed acting treasurer until the next meeting of the board of trusts, which comes at the time of the commencement in June. Mr. Haring has for several years served the university in the capacity of secretary for President Thwing.

NEW ORLEANS, LA.—Mrs. Josephine Louise Newcomb died April 7, in New York. She was the founder of the Sophie Newcomb college for girls in New Orleans. When the terms of her will have been carried out the college will have been endowed to the extent of \$200,500. The institution has already received about \$1,000,000. Mrs. Newcomb was the widow of Warren Newcomb, a merchant of New Orleans, who died in 1867. Their daughter, Sophie Newcomb, died a little later and the college was erected as a memorial to her.

SWAMPSCOTT, MASS.—Miss Clara Redfern, a teacher in one of the schools of Chelsea, was struck by an engine at West Peabody, March 30, and was killed. She was twenty-one years of age, a popular teacher, and a resident of Swampscott.

BRIDGEPORT, CONN.—Mr. Alexander Wheeler, instructor in English in the high school, was drowned in the Housatonic river, on March 30. He was out duck shooting with one of his pupils and started to sail up the river when a gust of wind capsize the boat. Both men started to swim ashore, but Mr. Wheeler sank, while his companion was rescued. He was graduated from Yale in '97 and had been in the Bridgeport high school for three years.

THE SCHOOL JOURNAL

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Chicago News Notes.

The action brought by the Chicago Teachers' federation against the state board of equalization promises to bring out abundance of sensational matter. At the initial hearing, April 1, Miss Margaret Haley, of the federation, had to take the stand for several hours and undergo a fire of questioning regarding her experiences of last autumn with the equalizers. She said that at that time her presence in Springfield was plainly obnoxious to some of the members of the board, for they nearly all applauded a statement that if she were a man she would be thrown out of the window. She created a sensation by retelling a conversation she had had with a very frank Chicago member of the board who said that there was not much in the job for a Chicago man since the corporations had discovered that the country members were cheaper and more honest; *i. e.*, they would stay bought. This member had declared his approval of the work of the Teachers' federation, not upon ethical grounds but because it had revealed to him that corporations with so much property in hiding were not treating the equalizers "right."

Novel Plan for Sheltering Pupils.

A remarkable scheme has been recommended for housing the 1,100 pupils of the West Division high school when they are forced out of the present structure to make way for the College of Physicians and Surgeons. The plan is to erect a one-story building, fifteen feet high and covering 100 by 300 feet, for accommodation of all the pupils of the school pending the erection of the new school building. The matter grew out of a petition from the pupils of the school asking that the classes be not divided and distributed. The cost of the temporary structure will be only about \$15,000 and this will be reduced by the use of the brick in the temporary structure for other school buildings.

The plan has been put into the hands of Architect Mundie for elaboration.

A Compulsory Pension Opposed.

Those teachers who dislike the compulsory features in the proposed pension law have elected to be represented at Springfield by Mr. Hiram B. Loomis, a teacher in the Medill high school. He will appear before the educational committee of the house of representatives in support of a bill which will so amend the law as to leave out the compulsory clause. With him goes a petition signed by 2,800 teachers and several statements from insurance experts to the effect that the proposed law is untenable.

Meantime the Teachers' federation is actively preparing to meet with this opposition from the ranks of the teachers and if possible to crush it. They have sent out a copy of another bill similar to the old one, but, it is claimed, more business-like. If this bill is accepted by a majority of the city teachers it will be pushed vigorously.

Philadelphia Items.

A celebration in honor of Miss Annie Lyle, who has been a teacher in Philadelphia schools for fifty years was held April 3. A pleasing feature was the presentation of a purse of \$150 in gold, the gift of her fellow teachers and of a huge bouquet of fifty roses, presented by a delegation of little girls. Miss Lyle was a principal at the age of eighteen.

Value of Fire Drills.

A fire of unknown origin gutted a building adjoining the Claghorn school, Philadelphia, April 3. The value of the fire drill was conclusively shown by the excellent order in which the eight hundred pupils of the school were marshaled out. Almost simultaneously with the discovery of smoke Prin. Charles H. Brelsford had the fire gongs sounded and in less than two minutes the building stood unoccupied.

No Money for Vacation Schools.

There is widespread dissatisfaction in the Quaker City because the playgrounds and vacation schools will not be opened this summer. These summer enterprises have been very popular and were already looked upon as a fixed institution.

Now as everybody here knows the board of education is hard up. The night schools had to be closed because their appropriation was exhausted, and there is danger that the day schools may have to lose a week or two next June. Naturally the playgrounds are out of the question unless some generous persons come forward with contributions.

Last summer there were twenty-eight playgrounds and five vacation schools, costing only about \$12,000.

Forty Years as School Director.

Special resolutions of regret upon the retirement of Mr. Thomas E. Gaskill as school director of the fifteenth sectional district have been voted him by his colleagues on the board.

Mr. Gaskill has served the Philadelphia schools in this capacity for upwards of forty years, always with energy and intelligence.

Free Scholarship in U. of P.

Twenty free scholarships, each worth about \$650 for a period of four years, have been established by the University of Pennsylvania. They will be distributed among the leading preparatory schools of the Middle States, the principal of each school deciding to which of his pupils the scholarship should be awarded.

No Department of Physical Culture.

Physical education is to be regularly introduced into Philadelphia schools as per mandate of the legislature at Harrisburg. The problem is how to get it in with the least possible disturbance of existing conditions. Both Superintendent Brooks and Mr. Marchant, chairman of the committee on elementary schools have declared themselves opposed to the creation of an additional department, with an expensive director and several assistants. They feel that there are already too many special departments. It has been suggested that the supervision of the work be in the jurisdiction of the physical instructor at the normal school. All the recent graduates of the school have had training which they ought to be able to impart. Those teachers who were graduated before the days of physical training could be required to take a course at the school.

Supt. Goodenough, of Paterson.

PATERSON, N. J.—Supt.-Elect Louis A. Goodenough was present at the meeting of the school board, March 30, and made his maiden speech. He declared that he could not promise adequately to fill Dr. Poland's place, but that by taking up the work where Dr. Poland left it and carrying it on in the same broad spirit he could hope to see the schools of



Supt.-elect L. A. Goodenough, of Paterson, N. J.

Paterson not only in name, but in character the best in the state.

At the same meeting Pres. W. D. Plumb, of the board, made his annual address. The proper housing of Paterson children is, he asserted, the great need in the city to-day. This need is, happily, being met.

Ten schools have been or are being enlarged, and when the present contracts are completed there will be an addition of forty-four rooms with accommodations for 2,100 pupils. The grounds of two schools have been enlarged and the playground of another has been substantially improved.

JERSEY CITY, N. J.—The Male Principals' Association gave a farewell complimentary dinner to Mr. Goodenough at its regular bi-monthly meeting on the evening of Tuesday, April 2, in the dining rooms of the Berkley club.

Members of the board of education were present, together with Supt. Snyder, Clerk Wiseman, and the new principal, E. A. Murphy.

Addresses were made by President Mulvany, of the board, Supt. Snyder, and by nearly all the members of the board and of the Principals' association.

The occasion was a most felicitous one, bringing together, as it did, the members of the board and the principals in social contact, and causing a closer feeling of intimacy.

In and Around New York City.

Two new schools, Nos. 124 and 102, were opened April 8 in Brooklyn. Together they provide for about 1,400 pupils, and will do much to relieve the congestion in their neighborhoods. The former school is at Fourth avenue and Fourteenth street, South Brooklyn, the latter at Seventy-second street and Second avenue, in the Bay Ridge district.

The authorities of the summer session at Columbia university report that there has been a much greater number of advance registrations thus far than at the corresponding period of last year, indicating that the attendance will be very heavy. The language courses are the subject of constant inquiry, Spanish in particular being frequently asked for.

Bids were received by the board, at its last meeting, for the erection of the new grammar school in the twelfth ward. The building will cost \$71,000, accommodating about 800 children, and will be modern in every way in its construction. A new feature will be the outside fire escapes.

The meeting held March 18, in the interest of the Tuskegee institute fund, resulted in gifts amounting to \$20,500, including one of \$10,000 from Mrs. C. P. Huntington.

At the next regular meeting of the New York Schoolmasters Club, April 13, Dr. John M. Milne, A. M., Ph. D., principal of the State Normal School, at Geneseo, N. Y., will speak on "Popular Education."

The next meeting of the N. Y. Educational Council will be held on Saturday, April 20, 10.30 a.m., at the University Building, on Washington square. The subject will be "Normal and Abnormal Methods." A paper will be read by Principal A. C. McLachlan, of Jamaica, N. Y. The discussion will be opened by Supt. Chas. W. Deane, of Bridgeport, Ct.

The Richmond borough school board has voted to establish new primary schools at Fort Wadsworth and Grant City and to provide branches of the Stapleton and Mariner's Harbor schools. There is considerable complaint to the effect that if the \$200,000 that will be spent upon the new high school at St. George, had been devoted to building five much needed elementary schools, at \$40,000 each, the borough would be better off. No new appropriation is in sight until 1903.

City College Bill Passed.

Senator Elsberg's bill empowering the board of commissioners of the sinking fund to make exchange of certain real property in the twelfth ward as a site for a new building for the College of the City of New York has been passed by the assembly and goes to the mayor for approval or veto.

Kraus Alumni Kindergarten Association.

The March meeting of the Kraus Alumni Kindergarten Association was held on the morning of Saturday, March 30, at Hotel San Remo, Miss Florence Gallagher presiding.

Miss Mary E. Beckwith, having spent a year in the Pestalozzi-Froebel House in Berlin, read an interesting paper on "Froebel and His Haunts."

At the close of the meeting a new sense game was taught to all who cared to stay.

Empty School-Houses by the Sea.

A new school-house which cost \$100,000 has been formally opened at Sea Side. It has a capacity of 700 and will suffice for the entire Rockaway district for a good many years to come. One result of its opening will be the closing of the two new \$50,000 buildings just completed at Arverne and Rockaway Park. There are not more than a dozen children in these two sections. It is said that the board of education will provide transportation for the children in this vicinity so that they can attend the school at Sea Side.

A Plea for Connecting Classes.

Now that revision of the school program is under discussion teachers are talking very freely of the defects they have discovered in their practical experience. One teacher who has been instructing primary classes for upwards of twenty years makes a strong plea for connecting classes as a means of teaching properly the youngest children.

"I don't mean a kindergarten," she says in explanation, "I mean a revival of the old introductory plan which we had until two or three years ago.

"In this class children should have individual instruction in getting up the rudiments, so as to be able to take class work intelligently. They should learn to form letters and figures, to read from the blackboards, to march around the room in order, and to respond to commands.

"Unless they can do these things they are not really ready for seventh primary work.

"In the old days the lowest primary used to be devoted to this sort of thing, but more and more work was added until it became imperative to make an A and a B seventh grade. This was practically forming a new grade, the B grade being used still as an introductory class. That worked very well; but a couple of years ago the two grades were closed up on the plea

that the children spend too much time in school. That action completely did away with introductory work, and thereby created a host of difficulties which simply cannot be obviated by the seventh primary teacher."

Private School Eligibility.

Section 10152 of the new charter makes "any private school in said city eligible to share in school funds on the discretion of the board of education." This has caused a great deal of alarm, but Commissioner Abraham Stern, who is the legal heavy-weight of the board, admits that it will not be likely to lead to any actually bad results. It is his personal opinion that a test case would discover the section to be unconstitutional, and, if that be so it is the same as if it were not in the statute. Should the board of education grant money to private schools, the controller would be justified in withholding payments, pending decision.

How to Teach Arithmetic.

Dr. James Lee, associate superintendent of schools, spoke at a recent meeting of the society for the study of practical school-room problems upon the topic "The Teaching of Arithmetic." A few of the points brought out were as follows:

The present New York course of study is different from former courses since it progresses over a wide field instead of in a right line. The introduction of work in certain denominate numbers from the earliest grades was a great advance. Children in the first three years have shown an aptitude in handling fractions that was far beyond expectation.

The most grievous mistake in teaching arithmetic is in ignoring mental arithmetic or not teaching it adequately. A failure to teach the simple processes of analysis is sure to lead to poor results. Compared with written arithmetic alone, mental arithmetic, if systematically taught, will produce at least twice the knowledge and twice the power in a given time. Problems in mental arithmetic should not be mere puzzles or conundrums. They should, wherever it is possible, appeal to the child's imagination.

Fractions should be taught with much objective work—drawings on the blackboard, paper folding and cutting, and various other devices.

Equations should be used in the upper grades.

As to problems, observe the following points:

1. Let your problems be original.
2. Get intense mental action.
3. Use the blackboard extensively.
4. Get accuracy and neatness before rapidity.
5. Require brief, but definite and logical analyses.
6. Avoid set rules.

The plan of presenting a problem should be somewhat thus:

1. Statement of the problem—briefly taken down by the pupils.
2. Rapid and neat solution—as few figures as possible, especially in familiar matters.
3. Nothing but paper and pencils in the hands of pupils. No rulers, no rubbers. Apply freehand drawing.
4. When about ten or twelve have finished, use signal, which means a minute or less for those unfinished. Call for answer. Those correct, stand. Pupils mark, teacher moving about.
5. Pupils or several pupils correct go to blackboard. One at seat explains his work.
6. Teacher questions, draws out, emphasizes a point here and there.

A Library Enabling Bill.

A bill enabling the city of New York to accept Mr. Andrew Carnegie's gift of \$5,200,000 for the establishment of branch libraries, has been introduced into both houses of the legislature at Albany. The text was prepared by Corporation Counsel Whalen and gives to the board of estimate and apportionment power at its discretion to acquire title to sites for free branch libraries when approved by the person or corporation with whom a contract is made. Such sites are to be set apart for purposes of library building with reading rooms and other necessary accommodations.

Full power is also given to the board of estimate and apportionment to provide for the maintenance of these branch libraries.

County Supt. Murphy Elected Principal.

JERSEY CITY, N. J.—The resignation of Prin. L. A. Goodenough to accept the superintendency at Paterson, led to a general move about. Principal Hulshizer was transferred from School No. 24 to fill the vacancy in No. 15. Principal Du Rue left No. 23 for No. 24, and the vacant place in No. 23 was filled by the selection of County Supt. A. E. Murphy, who stood highest on the list of eligible candidates. Mr. Murphy is one of the most popular men in Bergen county.

The resignation of Principal Goodenough was accepted by the board of education at its meeting of March 28, with a preamble and resolution setting forth the marked ability, untiring industry, strict integrity, and unselfishness of Mr. Goodenough.

After the grip, or other serious illness, Hood's Sarsaparilla is the medicine to take to restore the appetite and strength.

New England Notes.

PRES. EZRA BRAINERD, of Middlebury college, Vermont, stated at the alumni dinner, held in Boston last week, that increased facilities have come to the college in recent years. Gifts amounting to about \$500,000 have been received. The new library now in use is one of the most convenient and elegant in New England. The Warner Science hall, nearly completed, will be equipped with every facility for scientific work. The number of students is steadily increasing, while the record which the graduates have made for themselves and are making, is one of which the college may well be proud.

HOLYOKE, MASS.—Supt. Louis P. Nash was unanimously re-elected at the meeting of the board, April 2.

MANCHESTER, N. H.—Supt. C. W. Beckford has demanded a vigorous enforcement of the newly amended state laws governing the employment of minors. The age limit is now twelve years instead of ten, and it is illegal to employ any child under the age of fourteen while the public schools are in session, whereas formerly a child between the ages of twelve and fourteen could go to school six months and work six months.

CAMBRIDGE, MASS.—Altho hazing, as such, is supposed to be non-existent at Harvard, recent results of initiation into the Dickey show that the spirit of the thing still lives. Two students have been seriously injured while taking their society or deals and have thereby been obliged to leave college.

LAWRENCE, MASS.—The new Ward Five school will be called the Alexander B. Bruce school in honor of an ex-mayor of the city. Superintendent Burke has started a movement for the consolidation of the training school with the state normal school at Lowell.

Mr. Henry K. Rowe, of Monson academy, has become manager of the New England College of Languages. Mr. Rowe is a graduate of Brown university, and from 1893 to '97 was teacher of ancient languages in Colby academy, New Hampshire. In the summer of '97 he accepted a call to a similar position in Monson, where he has remained until the present time. He is a man of ability, a successful teacher, and he will add to the strength of the faculty in his new position.

PORTLAND, ME.—The alumni of Bridgeton academy dined at Riverton park, on March 22, with about seventy-five present. Mr. Benjamin C. Stone was elected president, and Mr. George H. Babb, secretary. Addresses were made by Prof. Robinson, of Bowdoin college; State Supt. W. W. Stetson; Mr. B. F. Chadbourne, railroad commissioner; Profs. C. C. Spratt and E. L. Spooner, of the academy; Mr. Geo. F. Emery, the oldest living alumnus, and Mr. Alvah C. Strong, of Lexington, Mass., president of the Boston alumni association.

A department of archæology is to be added to Phillips academy on May first. Funds have been provided to erect a suitable building, to procure a large collection of specimens, and to support a professor. Along with Principal Bancroft, the department will be under the charge of Prof. Warren K. Morehead, lately of the State University of Ohio. The purpose of the foundation is to awaken interest in American archæology and kindred subjects among the students of the academy and others who may be attracted by the department; to provide opportunity for advanced work along these lines and the publication of results; and to provide cheerful rooms in a new building, which shall be open to the use of the students for social purposes, thus making the place a center for the students' daily intercourse.

Dr. Joseph Henry Thayer, of the Harvard divinity school, has resigned, to take effect at the end of the present year. Professor Ropes has conducted Professor Thayer's classes for some time and will continue the instruction for the present. Professor Thayer has occupied the chair since 1884, coming to it from the Andover Theological seminary. He was graduated from Harvard in 1850, and from the Andover seminary in 1857. He was chaplain of the fortieth Massachusetts regiment in the civil war.

NEW BRITAIN, CONN.—An important town meeting is to be held early in April, at which the citizens will be asked to appropriate about \$68,000 for two new school buildings and \$22,000 for an addition to the East street school.

Interesting Notes from Everywhere.

SAN JUAN, PORTO RICO.—Commissioner Brumbaugh has received \$200,000 for the erection of new school-houses. He has distributed the money as equally as he could over the whole island with a view to providing housing for as many children as possible, and incidentally affording relief to existing labor conditions.

CAMDEN, N. J.—The board of estimates has asked for \$274,750 for the ensuing year. This includes an appropriation of \$7,000 for purchase of land at Cooper's Point, to relieve the overcrowded condition of the Read school.

The twenty-third anniversary exercises of the Hampton normal and agricultural institute will be held April 16-17. A conference will be held in which a number of people who are interested in Southern education will take part—among others Rev. W. C. Doane; Hon. J. L. M. Curry; Pres. D. C. Gilman; Hon. G. R. Glenn; Dean J. E. Russell, of Teachers college.

HARRISBURG, PA.—A bill has been introduced into the Pennsylvania legislature by Mr. Voorhees, of Philadelphia, providing for a council to examine into the subject of the school laws of the state and to report to the legislature at its next session a plan by which the existing laws can be so amended and harmonized as to improve the organization, administration and management of the schools.

FARGO, N. D.—The board of education has adopted the semi-annual promotion scheme in accordance with the suggestions of Supt. F. Everett Smith.

WASHINGTON, D. C.—President Harper, of Chicago, chairman of the committee of fifteen, appointed in 1898 to consider the question of a national university at Washington, has called a meeting of the full committee to assemble in this city, May 28. The New Yorkers in the committee are Prof. N. M. Butler, Dr. J. H. Canfield, and Supt. W. H. Maxwell.

State and County Civil Service examinations for positions in New York state and county departments and institutions will be held, about April 27, at various points in the state. Among the positions that especially concern teachers are the following:

Teachers, state institutions. Physical instructor (woman). Instructors in bookbinding, sloyd, wood-carving, etc. Regents' examiner in economics.

For particulars and application blank address Chief Examiner, State Civil Service Commission, Albany, N. Y.

BALTIMORE, MD.—The fourth annual meeting of the Maryland Colored Teachers' Association took place, April 4-6, at Morgan college, presided over by its president, Joseph H. Lockerman. Among the speakers was Supt. James H. Van Sickle, who read a paper on "Manual and Industrial Training."

INDIANAPOLIS, IND.—W. E. Henry, the present state librarian, has been re-elected by the state board of education for a term of two years.

TRENTON, N. J.—The state board of education has been organized, with election of the following officers:

Pres. James L. Hays, Newark; Vice-Pres. Francis Scott, Paterson; Treas. of normal school, J. B. Woodward, Bordentown; Treas. deaf-mute school, William S. Hancock, of Trenton.

ANN ARBOR, MICH.—Prof. E. Finley Johnson, secretary of the law department of the University of Michigan, has accepted the appointment recently tendered him by President McKinley to a supreme judgeship in the Philippines. He has formally resigned his position here.

SHENANDOAH, IA.—The summer session of the Western normal college opens June 10. The expenses at this institution are very low and the course of instruction especially adapted to the needs of rural school teachers. Mr. J. M. Hussey is president of the institution.

MACON, GA.—The election of a successor to Supt. D. Q. Abbott is scheduled to take place April 15. As the salary is \$2,250 there is naturally a goodly list of candidates. Among those from the North are J. M. McCallie, N. Y.; G. A. Wylie, Johnstown, O.; F. G. Kroege, Green Bay, Wis.; David Gibbs, Hudson, Mass.

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No disease is older.

No disease is really responsible for a larger mortality.

Consumption is commonly its outgrowth. There is no excuse ever for neglecting it, it makes its presence known by so many signs, among which are glandular tumors, cutaneous eruptions, inflamed eyelids, sore ears, rickets, catarrh, wasting and general debility.

John Brearley, Potter Hill, R. I., had a "large scrofulous bunch" in his neck; the little son of Mrs. Minnie Spear, Parishville, N. Y., had a "large scrofulous sore"; the little grandson of A. E. Withers, Longview, Ark., "had scrofula very bad."

They were all cured, according to voluntary testimonials, by

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which has effected the most wonderful, radical and permanent cures of scrofula in old and young.

Interesting Notes.

Old Point Comfort, Richmond and Washington.

Last Tour of the Season via Pennsylvania Railroad.

The last six-day personally-conducted tour of the season to Old Point Comfort, Richmond and Washington via the Pennsylvania Railroad will leave New York and Philadelphia on Saturday, April 27.

Tickets including transportation, meals en route in both directions, transfers of passengers and baggage, hotel accommodations at Old Point Comfort, Richmond, and Washington, and carriage ride about Richmond, will be sold at rate of \$34.00 from New York, Brooklyn, and Newark; \$32.50 from Trenton; \$31.00 from Philadelphia, and proportionate rates from other stations.

OLD POINT COMFORT ONLY.

Tickets to Old Point Comfort only, including luncheon on going trip, one and three-fourths days' board at that place, and good to return direct by regular trains within six days, will be sold in connection with this tour at rate of \$15.00 from New York; \$13.50 from Trenton; \$12.50 from Philadelphia, and proportionate rates from other points.

For itineraries and full information apply to ticket agents; Tourist Agent, 1196 Broadway, New York; 780 Broad Street, Newark, N. J.; or Geo. W. Boyd, Assistant General Passenger Agent, Broad Street Station, Philadelphia.

Reduced Excursion Rates South.

Special Occasions.

The Southern Railway will sell for the following special occasions reduced round trip tickets:

NASHVILLE, TENN., April 15 to 20. Young Women's Christian Association, one and one-third fare upon certificate plan.

ATLANTA, GA., April 19 to 24. Penn Mutual Agency Association, one and one-third fare certificate plan.

NEW ORLEANS, LA., May 7 to 9, one fare round trip from Washington. Account Southern Baptist Convention.

NEW ORLEANS, LA., May 10 to 14, Interstate Cottonseed Crushers, one and one-third fare certificate plan.

ASHEVILLE, N. C., May 11 to 17, Supreme Council Royal Arcanum, one and one-third fare on certificate plan.

CHATTANOOGA, TENN., June 14 to 18, National Eclectic Medical Association, one and one-third fare on certificate plan.

MEMPHIS, TENN., May 25 to 27, Confederate Veteran Reunion, Washington to Memphis and return, \$18.00.

Perfect Pullman and Dining Car service on all trains. For further information call on or address, New York Offices, 271 & 1185 Broadway, Alex. S. Thweatt Eastern Passenger Agent.



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266 WABASH AVE., CHICAGO.

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To Washington.

Three Days Personal y-Conducted Tour via Pennsylvania Railroad.

On April 25 the Pennsylvania Railroad Company will run the sixth tour of the season to Washington. Tourist Agent and Chaperon will accompany the party.

Round-trip rate, covering railroad transportation for the round trip, hotel accommodations, and transfer in Washington, station to hotel, \$14.50 from New York, \$13.00 from Trenton, \$11.50 from Philadelphia. These rates include accommodations for two days at the Arlington, Normandie, Riggs, or Ebbitt House. For accommodations at Willard's, Regent, Metropolitan, or National Hotel, \$2.50 less. Side trips to Mount Vernon, Richmond, Old Point Comfort, and Norfolk at greatly reduced rates.

All tickets good for ten days, with special hotel rates after expiration of hotel coupons.

For itineraries and full information apply to ticket agents; Tourist Agent, 1196 Broadway, New York; 4 Court Street, Brooklyn; or address Geo. W. Boyd, Assistant General Passenger Agent, Broad Street Station, Philadelphia.

Poison in the Beer.

The foes of rum who insist so strenuously that alcohol is a poison may possibly get a point or two from consideration of the British beer scare. There really has been poison in the British beer—to wit, arsenic from glucose used by brewers. It has poisoned so many beer-drinkers, and even killed so many, as to fairly frighten the survivors off, with the result that it has given the cause of temperance such a start in England as it has not had in the memory of man. Moreover, the brewers

Arnold Constable & Co. Petticoats.

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About "Blood Purifiers" and "Tonics."

Every drop of blood, every bone, nerve and tissue in the body can be renewed in but one way, and this is, from wholesome food properly digested. There is no other way, and the idea that a medicine in itself can purify the blood or supply new tissues and strong nerves is ridiculous and on a par with the folderol that dyspepsia or indigestion is a germ disease, or that other fallacy, that a weak stomach which refuses to digest food can be made to do so, by irritating and inflaming the bowels by pills and cathartics.

Stuart's Dyspepsia Tablets cure indigestion, sour stomach, gas, and bloating after meals because they furnish the digestive principles which weak stomachs lack, and unless the deficiency of pepsin and diastase is supplied it is useless to attempt to cure stomach trouble by the use of "tonics," "pills," and "cathartics" which have absolutely no digestive power, and their only effect is to give a temporary stimulation.

One grain of the active principle in Stuart's Dyspepsia Tablets will digest 3,000 grains of meat, eggs, and similar foods and experiments have shown that they will do this in a glass bottle at proper temperature, but of course are more effective in the stomach.

There is probably no remedy so universally used as Stuart's Tablets because it is not only the sick and ailing, but well people who use them at every meal to insure perfect digestion and assimilation of the food.

People who enjoy fair health take Stuart's Tablets as regularly as they take their meals, because they want to keep well. Prevention is always better than cure, and Stuart's Dyspepsia Tablets do both: they prevent indigestion and they remove it where it exists. The regular use of one or two of them after meals will demonstrate their merit and efficiency better than any other argument.

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can't get their beer clear of the poison. They have stopped using glucose, but the arsenic is in their vats and barrels and everything they use, and gets into the new beer in spite of their best efforts. Their predicament will not unduly distress observers. The punishment seems nicely adapted to the crime, and the most harm a dearth of safe beer is likely to do in England is to increase the demand for gin. All the same these British trials indicate that when drinks are really poisonous, drinkers find it out without the help of either tracts or chemists.

—Harper's Weekly.

Friends With a Long Memory.

"One thing the Pan-American movement has done," says a Buffalo paper, "it has persuaded Buffalonians that they have not been forgotten by outside relatives and friends." In the same way letters received by T. W. Lee, General Passenger Agent of the Lackawanna Railroad, asking for information about the Exposition, seems to show that the traveling public has not forgotten the Lackawanna as the shortest and most picturesque route to the grounds.

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Fine Silks the Vogue.

Arnold & Constable's Spring Output Shows Daring Designs.

The splendor of manifold colors blent into harmony, the glory of luster and the quintessence of daring design will be the distinguishing characteristics of women's spring and summer gowns. Arnold, Constable & Company's magnificent presage for the season at their establishment, Broadway and Nineteenth street, shows an increased demand for clinging effects in a vogue of the softest materials, a lapse into the fashions of our grandmother's day, in the flowered patterns that beset the eye, and the craze for gold in conjunction with brilliant tints still undiminished.

Silks are *de rigueur*. Light broadcloths are possible. Thin veilings over contrasting colors are a fancy of the moment, and crepes still hold their own. But the real demand is for silk. Luis nes rule. Their shining surfaces lend themselves to all manner of startling novelties. On a white ground an undulating stripe of great width suggests a snakeskin in varying hues. There are chameleon luisines in rainbow tints. There are others in the new Roman stripes and the famous Persian effects which this year are at the height of favor. These are found not alone in silks, in satin panne, but in a gauze that takes the prevailing tone of the self-covered silk underneath and changes it into fantastic beauty.

The panne satin is particularly sought for in spring and summer gowns. Heliotropes and purples with white all-flowered designs keep pace with the furore for black and white. The softly falling material is the counterpart of panne velvet. The novelty for street wear in hot weather is tussah silk, which resembles pongee. Tussah canvas promises to take the place of linen.

In evening wear drap etincelant is a shimmering silk of great beauty which is found in all colors, figured or flowered, according to the prevailing mode. For plain colors will be comparatively little worn. Crepe meteors in white are the specialty for bridal gowns. Their dazzli g sheen and clinging texture make them particularly beautiful. In the grays and tans, the browns and neutral shades now popular the glancing effect of the finish is pronounced.

Health and Rest for Mother and Child.

Mrs. Winslow's SOOTHING SYRUP has been used for OVER FIFTY YEARS by MILLIONS OF MOTHERS FOR THEIR CHILDREN WHILE TEETHING, WITH PERFECT SUCCESS. IT SOOTHES THE CHILD, SOFTENS THE GUMS, ALLAYS ALL PAIN, CURES WIND COLIC and is the best remedy for DIARRHOEA. Sold by Druggists in every part of the world. Be sure and ask for "Winslow's Soothing Syrup," and take no other kind. Twenty-five cents a bottle.

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What to Write
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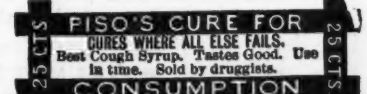
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